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ABSTRACT

A study examined daytime education groups, a major phenomenon in Irish adult education. Results showed that 96 groups were operating, mostly in suburban areas, particularly Dublin. These groups had 8,723 adults participating in their courses and programs. What made them unique was their voluntary, locally based nature. The groups received little or no recognition, encouragement, or support from the Department of Education. They were generally dependent on local level support. More than half operated from private homes. Two-thirds rented premises. One in three did not have any insurance coverage for their activities. Two-thirds provided child care, which approximately one-fifth of the participants used. The groups provided a large number and wide range of educational courses and programs. In contrast to statutory providers, the groups had greater control over the whole process. Although crafts and skill-based learning were still emphasized, the main type of learning was oriented toward social and personal understanding. Most courses were run on a strict self-financing basis. More than half provided subsidies for the cost of fees. Courses were not linked to any overall system of certification and accreditation. Several problems were identified: funding, maintaining the voluntary commitment and motivation of group members, lack of permanent premises, and lack of facilities. (Appendixes include the daytime education groups, listed alphabetically by county, and questionnaire.) (YLB)

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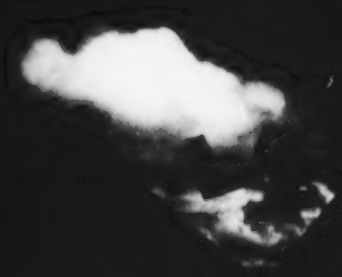

A report on day time education groups

by Tom Inglis
with Kay Bailey
& Christine Murray

CS 067110

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LIBERATING LEARNING

A study of daytime education groups in Ireland

This report has been produced by AONTAS in association with the Social Science Research Centre, University College. Dublin.

Dr. Tom Inglis, Social Science Research Centre, University College, Dublin.

Kay Bailey, Christine Murray

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FOREWORD

This report was instigated by Kay Bailey member of D.A.T.E. Dundrum, and Christine Murray co-founder of C.A.M.E. Clondalkin, who were members of the AONTAS executive representing Daytime Education from 1988-1992. We were both voluntary members of local adult education groups and had many years experience of the achievements and problems affecting daytime education groups. These groups have mushroomed throughout the country without much recognition from the state, and with limited resources.

As part of a working project for the AONTAS Executive we decided to document the issues affecting the daytime groups. Our first task was to design a questionnaire. To do this we consulted with Dr. Tom Inglis then Director of AONTAS who gave us invaluable support and assistance.

The "Liberating Learning" Report would not have been written except for the cooperation of all the groups who participated in the study. We would like to thank them for all their time and effort in completing the questionnaire. Also we would like to thank all others involved in the preparation, organisation and production of this report. Aileen Ryan and Isobel Crowe of AONTAS staff who did the hard work of tracing the numerous groups, making contact with them, sending out the questionnaire and then retrieving it, Combat Poverty Agency who provided a grant to enable the study to take place, Dr. Tom Inglis who wrote the report, Pat Carr, Cathy Turley, Rose Marie Tierney, who were involved in the processing of the report and Ann Creavin

who designed the cover. Berni Brady, Margaret Martin, Chris Mulvey as well as others mentioned above read and commented on earlier drafts and provided invaluable support.

Finally on behalf of Daytime Education Groups we would like to thank AONTAS for the opportunity to complete this innovative study and report. This was a liberating learning experience for both of us.

KAY BAILEY

CHRISTINE MURRAY

INTRODUCTION

* This report paints a picture of voluntary groups operating in the area of adult education.

* It provides an account of ninety-six groups operating throughout the Republic of Ireland.

* It catalogues basic information about the courses and programmes they run.

* It details the aims, objectives and the issues and problems which these groups face in bringing education to people, mainly women. The women who run these courses and programmes and the people who participate in them have an interest and desire to learn, to understand and improve themselves and to help contribute to the development of the community and society in which they live.

It is that commitment to learning to change which is at the centre of the growth and development of our society.

The main aims of the study were:-

* To give recognition to the work and struggle of the groups.

* To document the issues and problems which exist in the day-to-day running of their programmes.

* To make recommendations to appropriate statutory bodies and to form a lobby group with AONTAS's (National Association of Adult Education), support to pressurise for these recommendations.

CHAPTER 1

IDENTIFYING AND CONTACTING THE GROUPS

One of the key tasks of this research was to identify the various daytime groups in existence throughout the country. Besides a lack of resources and personnel, the main problem we faced was that there was no central register. We knew from informal contact that groups often started up and developed in isolated suburban areas. Due to a lack of resources or support, they might not survive for more than a year. Even if they did, their lack of contact with outside institutions, meant that their existence would often remain unknown to all but a few interested and concerned local officials.

We had in AONTAS a list of groups which had been compiled in 1987 for an "**Information Pack for Daytime Education Groups**". However, we were aware that this would be out of date. We sought and examined lists of groups compiled by sister organisations. We used a variety of methods including the name of the group, its address, contact with other groups and local officials to identify if there was a possibility that a group might be in daytime education. This selection process helped reduce the population of groups which we felt could have daytime programmes down to two hundred and sixty five. Given that we had identified only forty eight groups in 1987, we felt that this was casting the survey net as wide as possible.

Once the questionnaire was completed we sent it out to these groups. The returns were very slow. There were many reasons for the non-response from groups. The most obvious reason was

that the group had nothing to do with daytime education. One might hope that the group would respond accordingly. However, it has to be realised that resources are at a minimum. A request to complete a questionnaire, and to deal with such a request, can often make huge demands on the group secretary, who may often be operating from home. Besides the hundreds of other problems she has to deal with, responding to a questionnaire which seems irrelevant to her and the particular needs of her group, is beyond the realm of possibilities.

Even a reminder letter did not produce great results. It was only when resources became available so that Aileen Ryan could devote one day a week to trying to contact these groups by phone, that we began to progress.

Once contact was made, there was still the problem as to whether the group was involved in daytime education. Basically, our working definition was the provision of some kind of educational activity during the day, either in the form of a general programme or specific courses. However, when it came to deciding whether the activity was essentially educational, we left it up to the groups themselves to decide. But again we encouraged them to err on the side of caution and to include information even if they were not sure it was relevant or appropriate.

Much of the work of this study involved trying to track down and contact the various groups involved. This took over a year to complete. Because so many groups operate from private houses, and because different members often take it in turn to run the group from their house, addresses and contact persons change regularly. This is one of the first realities of people

working at the fringes of the voluntary sector. Some groups came and went long before this study got underway. Undoubtedly some included in this report will have since faded away. As we shall see, maintaining energy and commitment is a huge problem for many of the groups.

We used every possible means in our attempt to trace the various groups around the country. We wanted to include every group not only so that the study would provide an accurate representation of all the groups, but also because we felt that it was an opportunity for the groups to be recognised and their voices heard. Despite our best efforts, we realise that some groups which should have been included, will have been omitted. To them we offer our sincere apologies. If they contact us, we will be happy to include them in an updated edition of the report. In a way, we cast a net over Ireland in an attempt to draw in all the groups involved in providing daytime education for adults. Like any other fishing expedition, we realise that not only have some important fish been left behind, but that there are some which might not fulfil some people's criteria of being daytime groups who ended up in the net. At the end of the day, we decided to follow a self-definition of a daytime education group. If, after a discussion with us, a group decided that what they were doing was within the area of daytime education, we included them. However, we do attempt to classify the different groups within the report.

Since the report is based on a questionnaire completed by the ninety-six groups there are necessarily many facts and figures. However we have tried to keep the language and presentation of the findings as clear as possible. Above all, this report has been written for the groups themselves. Hopefully, it will enable them to reflect critically on what is happening in their own

group and in daytime adult education in general. An important aspect of the research has been that the study was initiated and directed by people who are members of Daytime Education Groups.

It is hoped that the report will provide others interested and involved in adult education with an appreciation of the work of these groups. An understanding of their problems and achievements is crucial to the formulation of a policy at local and national level which will enable these groups develop to their full potential.

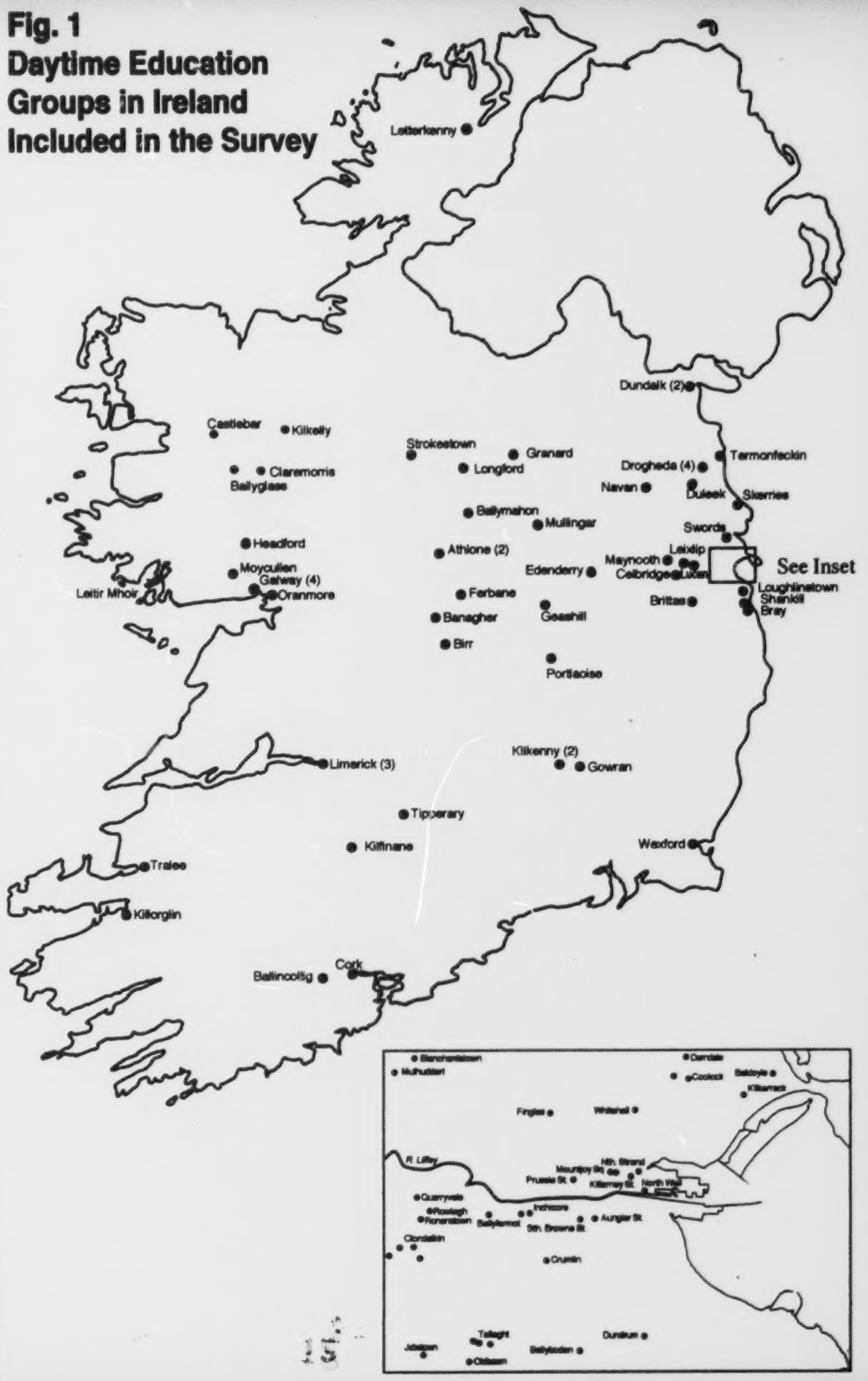
CHAPTER 2

DAYTIME GROUPS

Daytime groups have become a major phenomenon of adult education in Ireland. Standing on the outside and looking at the changes which have taken place in the field of adult education during the past ten years or so, one would immediately point to the area of daytime groups as one of immense growth and development. These groups have literally mushroomed around the country. In the beginning of the 1980s there were about half a dozen groups. Now there are hundreds. With little or no resources, but with enormous hope, courage and determination, these groups have brought a whole new dimension to adult learning.

While it is important to identify and describe these daytime groups, it is important to realise that we are talking about something which is in a period of gestation. Some groups appear to have grown spontaneously of their own accord. Others have emerged from personal connections, migration and contact with other groups. The groups have grown in a sporadic and uneven fashion. Most are concentrated in the Greater Dublin Area, particularly in suburban areas, and in a wide band across the midlands. However, there are pockets of groups in other parts of the country. More recently groups have sprung up in regional towns and rural areas throughout the country. **(See Map page 9)**

Fig. 1
Daytime Education Groups in Ireland Included in the Survey



CHARACTERISTICS OF DAYTIME GROUPS

Despite their many differences, the groups have certain identifiable characteristics. First, as the term implies, the vast majority of courses which the groups provide take place during the day, particularly the morning. This daytime provision of course was, and in many instances still is, the contrast to traditional evening provision. But the initiation of daytime provision of courses was more than just a change in the time of courses. It represented an alternative vision of adult education. It was learners going outside the existing system to respond to their own needs and interests. It said to the powers that be in adult education, if you cannot perceive, let alone provide the type of education which we want, at the time we want, we will do it ourselves. Daytime education groups are a classic example of people taking control of their own education.

Second, the groups are all voluntary. One of the best ways to visualise a daytime group is to think of a small number of women living in a community who come together to begin to explore their needs and have these met. They devise a programme. They find and hire the tutors. They look for suitable premises. They collect money. They organise the creche, the tea, the heating. They do the negotiations, the struggling, the hassling. They are responsible for the whole programme. They receive little or no direct support from the State. While many groups do receive help from their Vocational Educational Committee (VEC) through the Adult Education Organiser (AEO), others do not.

Third, and most important of all, the daytime groups are run by learners for learners. Many groups would have felt that their needs and interests were not being responded to within traditional adult education structures. Besides the times of traditional courses, there were other issues which were often central to the establishment of a group. Primary among these was independence. Instead of being beholden to the official system of provision and being dependent on the programme offered to them, the group was able to decide crucial issues such as the type of courses, the way they were taught and by whom. This independence enabled groups to make their own policies. For example, as key policy for many groups was "**No Creche, No Classes**". Indeed in many instances it was the inability or refusal of the traditional organisers and providers to provide a creche which was a central element in the formation of the group.

Daytime education groups are for most part run by women for women. Yet they are not women's groups in that their aims and objectives tend to be educational rather than political. Initially not all would have had the express purpose of raising consciousness about, and changing the position, role and power of women in Irish Society. Their aims were generally more immediate and practical. Furthermore the membership of many groups is open to women and men. However, through the process of education many women developed strong political consciousness in relation to their roles and position as women in Irish society.

Within the daytime group movement itself, there is also great variety. Some are locally based, others are branches of regional or national organisations. The activities of some groups are restricted to members; others are open to the general public. Finally, some groups run a

programme of activities in which the whole group participates while others run a variety of courses from which participants choose.

All things considered it can be seen that the focus of the groups is not only educational but also includes aspects of personal, social, and political factors affecting women and community.

LOCATION

The largest number of groups (43) are located around the suburbs of Dublin. Outside of Dublin there is a wide geographic spread of groups around the country **(See Map Page 9. & see Table 2 Page 13)**

TABLE 1: COUNTY IN WHICH DAYTIME GROUP LOCATED

COUNTY	NUMBER	%
Dublin	43	44.4
Galway	8	8.3
Louth	7	7.3
Offaly	5	5.2
Limerick	4	4.2
Mayo	4	4.2
Kildare	3	3.1
Kilkenny	3	3.1
Longford	3	3.1
Westmeath	3	3.1
Meath	2	2.1
Laois	2	2.1
Cork	2	2.1
Kerry	2	2.1
Wicklow	1	1.0
Wexford	1	1.0
Tipperary	1	1.0
Roscommon	1	1.0
Donegal	1	1.0
TOTAL	96	100.00

WORK BASE

An indication of the voluntary nature of the daytime groups is that more than half of the groups (54) operate from a private house. Operating a group from a house not only adds a considerable burden to the person and family living in the house, it often means that the group does not have a permanent location. Someone may offer to run the group from their home but then, for a number of reasons, is unable to do so for the second, third or fourth year. The group's base may move to another house. This adds to the difficulty the groups have in maintaining their identity, let alone a sense of being a permanent organisation. It is difficult to develop and maintain contact with other groups, local organisations and national bodies when one's address keeps changing. Fourteen (15%) of the groups did not have a phone. Working from a home implies the absence of other facilities such as typewriters, headed notepaper, copying facilities etc. It also effects the status and perceived legitimacy of the groups in terms of national and international funding organisations. There is often a reluctance to give funding to groups based in private homes.

Eighteen of the groups operated from a school and a further fourteen from a resource centre. Nine worked out of some other institutional building where there is at least the possibility of access to some of the basic facilities mentioned above. The main growth in daytime groups occurred between 1986 and 1990. Two-thirds of them were established in this period.

CHAPTER 3

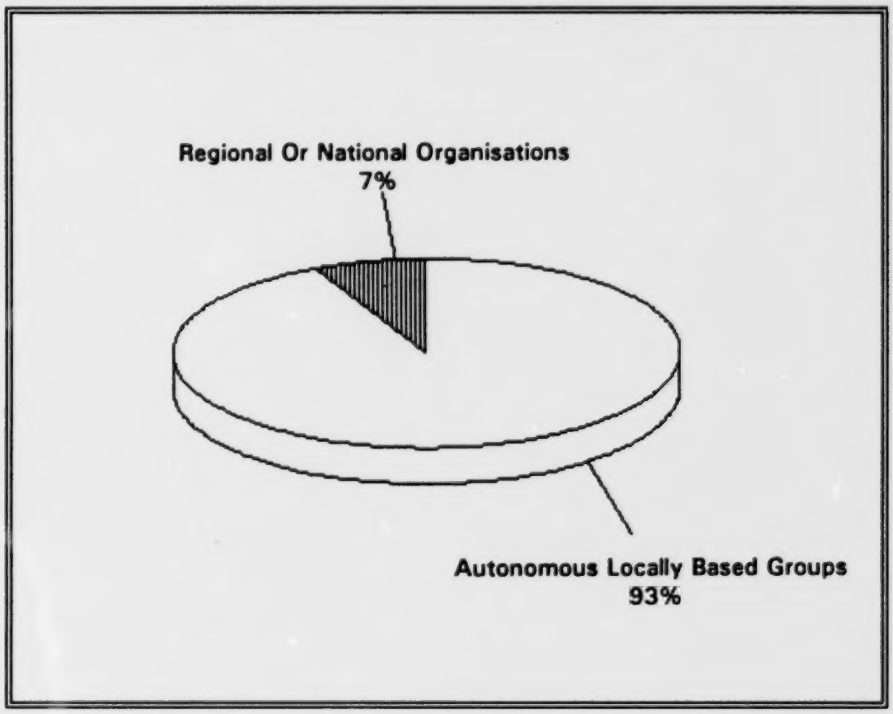
CLASSIFICATION AND ACTIVITIES

LOCALLY OR NON-LOCALLY BASED:

In attempting to draw up some classification system which would help categorize the ninety-six groups which responded to our survey, we asked some questions. The first was whether the group was locally-based and autonomous? What we mean by this is that if they operate out of an identifiable local area from which it often attains its name, e.g. Kilbarrack, Mervue, Dundrum, Clondalkin. This leads to the classic acronym often associated with daytime groups, for example CAL (Coolock Adult Learners). However, there are daytime groups which do not correspond to this classical image and which are part of a national or regional body, for example, the Irish Country Women's Association which have guilds or groups all over Ireland as well as St. Vincent de Paul, and the Irish Society for the Prevention of Cruelty to Children (I.S.P.C.C.) The particular group may operate from a local area, but they are different in that they are linked in to a national or regional movement and, therefore, are not completely independent and autonomous. In this respect they are not locally based.

FIGURE 1

ORIGINS OF DAYTIME GROUPS



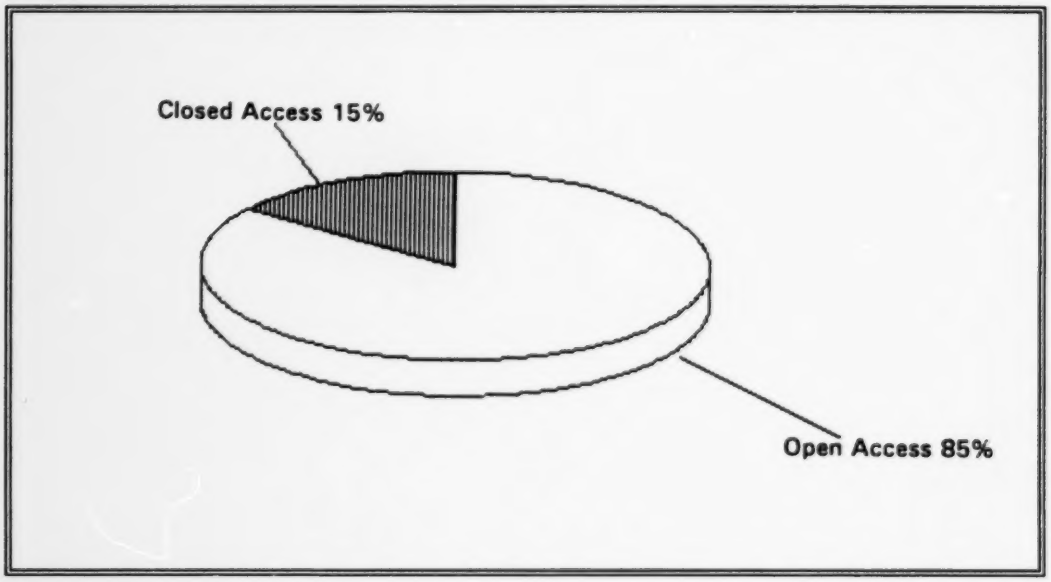
The vast majority (93%) of groups who responded to our survey were locally based. Those groups which were deemed not to be locally based were either national groups as mentioned above, or a groups such as Dublin Travellers Educational and Development Group (D.T.E.D.G.) **(For a full list of groups see Appendix A)**

OPEN OR CLOSED ACCESS:

While some groups provide courses which are open to anyone and everyone who wishes to attend others are only for those who are members or who become members of the groups. Often access is neither fully open nor completely shut.

FIGURE 2

WHETHER DAYTIME GROUPS HAVE OPEN OR CLOSED ACCESS



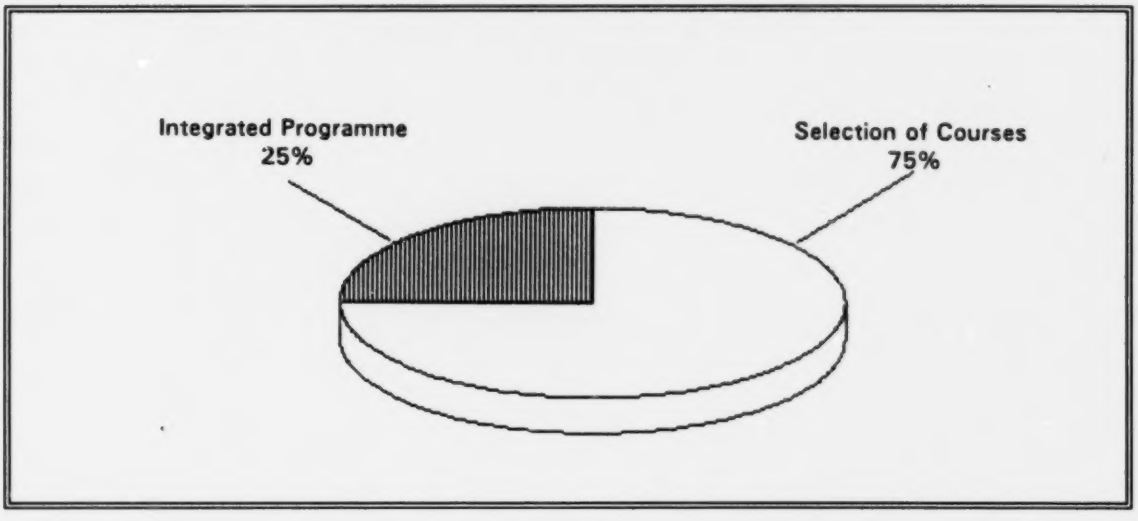
The vast majority (85%) have open access to the courses or programmes which they ran. Fourteen of the respondents tended to have closed access which in effect often meant that their activities were confined to group members.

COURSES OR PROGRAMMES

The last characteristic which we used to identify and describe the different groups was whether they had a number of different courses which were distinct from each other or whether the group organised an integrated, specific programme or lectures, talks and activities. Again, it is sometimes difficult to decide whether a group offering a series of distinct courses or an integrated programme. Often it is the case that a group tends more towards one or the other.

FIGURE 3

WHETHER GROUP OFFERS SELECTION OF COURSES OR INTEGRATED PROGRAMME



There was somewhat more diversity between the groups when it came to whether or not they offered courses or specific programme with three-quarters offering courses and one quarter a programme.

CHAPTER 4

AIMS AND OBJECTIVES

When it comes to looking at the aims and objectives of the groups which responded to our questionnaire, one has to be mindful of the different categories of groups as outlined above. For example, even if not stated explicitly, the aims and objectives of a national organisation or a local branch of such an organisation will differ somewhat from that of a locally based group.

The notion of cheap open access courses, based on shared, self-directed learning, principally directed towards women in the home is something to which many of the groups aspired.

The findings of our study show that daytime education groups are mainly women's groups. Out of the ninety-six groups, fifty-nine (61%) made specific mention of women either in their title or when they stated their objectives.

The majority of the groups saw the needs and interests of women as being central to their activities. There was a particular emphasis on reaching out to and helping "women in the home". Some of the responses to the question on the objectives of the group read as follows:-

> *"To provide daytime courses for women confined to the home. To give women confidence, dignity and a feeling of self-worth and a realisation of their full potential".*

"To help alleviate loneliness and isolation of young mothers in the housing estate by getting them together and making acquaintances. To run courses to raise the awareness of people about their own personal development."

"Our aims was to find a better quality of life for ourselves. To promote skills in self-awareness, assertiveness and leadership."

"The group feel that women working in the home experience feelings of isolation or stress and thus a resource centre provides a new outlet plus friendly atmosphere where women can meet, talk and relax. We provide classes and projects which are aimed at women with childcare responsibilities, particularly those who are disadvantaged economically or educationally. These courses encourage personal development for women and encourage participation of women in their community."

"To identify and meet the needs of women and families within the local Community. To offer a varied programme of activities, to provide learning opportunities which will increase the individual skills, self-confidence and abilities."

"The group was set up to provide classes for women which would broaden their horizons beyond the traditional home-based roles while at the same time highlighting the importance of the woman's job. The desire was that the women would acquire the skills to interpret, redefine and apply the changes affecting their lives, those of their families

and the wider community to their own situation."

"The group was set up in the beginning just as a social group. The main objectives were to be able to relieve the isolation and loneliness felt by women. To improve the self-esteem and self-worth of women by running some training courses, e.g., personal development."

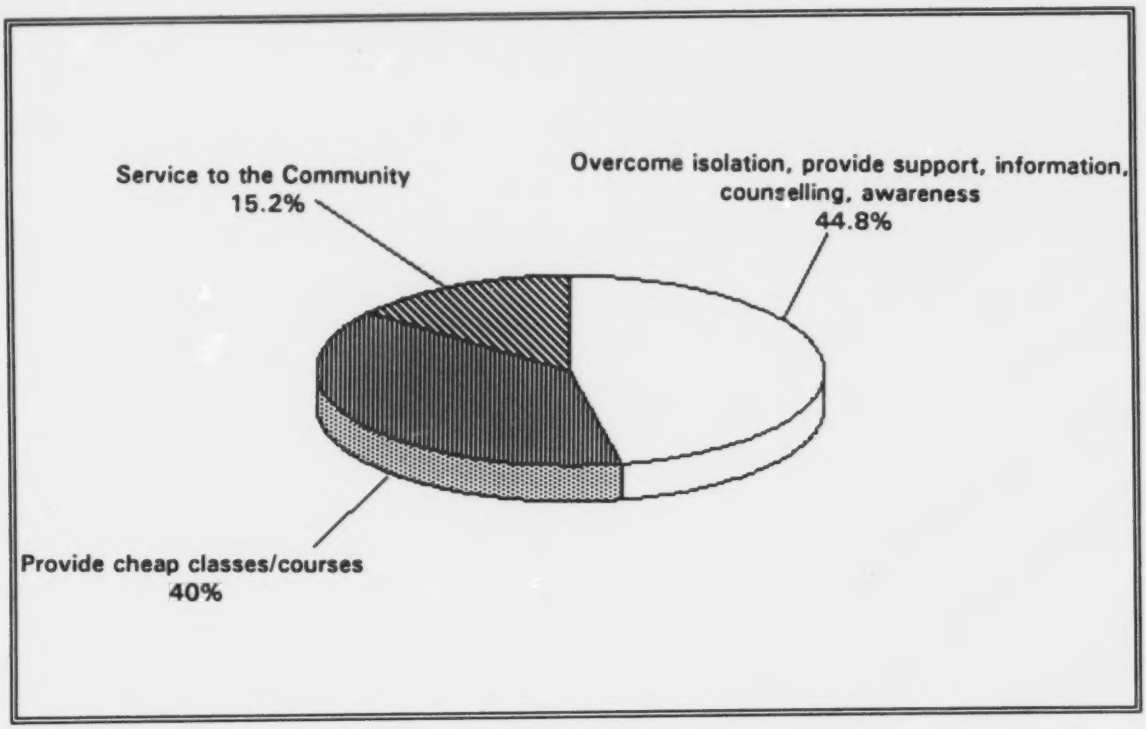
"In response to a public meeting held in the community, people wanted education that reflected their own needs. To provide locally based morning time courses at a reasonable cost. To provide creche facilities at a minimum cost."

"There were groups for the young and old in town, but nothing for young married girls. The personal development of its members, to improve their lifestyle and that of their families are the main aims and objectives of the club."

When the responses to the question were coded and quantified they produced the following overall result:

FIGURE 4

AIMS AND OBJECTIVES OF GROUPS: FIRST AIM OR OBJECTIVE MENTIONED



CHAPTER 5

COURSES AND PROGRAMMES

As local voluntary initiatives, one of the main problems which many groups have is moving beyond the talking stage to getting some courses or programme up and running. Indeed it was in recognition of the difficulties in organising courses, rooms, a creche, insurance, etc., that AONTAS in 1988 produced an **Information Resource Pack** for those groups who were just beginning.

We asked respondents if there was any group, organisation or individual of particular help to the group in its first year. Eighty-two (85%) of the groups indicated that they had received some help. Fourteen (15%) of the groups said that they had received no help. However, these findings have to be interpreted cautiously. In some cases the Adult Education Organiser (AEO) whom many other groups mentioned as being of help, seems to have been so closely involved with the group that they were not seen as being "outside help".

The relation between the groups and the A.E.O. is important. It has to be remembered that the first three specifications of the job description of an AEO are:-

1. To identify the educational needs of adults in the area.
2. To examine existing provision of adult education courses and facilities.
3. To suggest possible areas of co-operation between agencies and services engaged in the provision of adult education.

In effect, when we talk about statutory-voluntary relations in adult education we are often talking at local level of the relation between AEOs and daytime groups.

The fact that forty (40%) of the groups said they received support from the AEO or VEC can be interpreted in two different ways. It can be seen that outside of the Church and charitable organisations, the VEC is the body most supportive of these groups. On the other hand given that supporting such groups is a function of the AEO, one could see the proportion as (40%) as quite low.

For some groups there is a very strong working relationship with the AEO. For example, two groups gave the local AEO as the contact person for the group. Some AEOs were mentioned by name by more then one group. It is no coincidence that these were in counties in which there were a number of daytime groups. In other words, it would seem that daytime groups grow and survive where there is a strong supportive role played by an AEO.

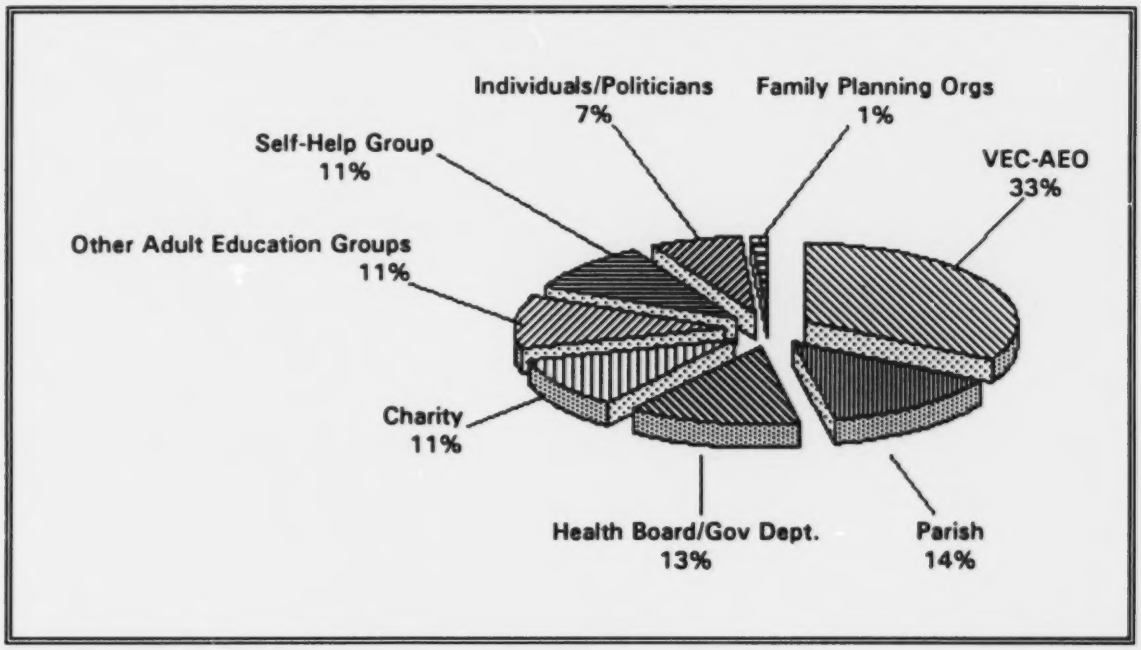
After the VECs the Catholic Church and its various agencies were the most supportive group. Ten groups mentioned different local religious sisters by name who had been of help. Six mentioned the local parish and five the Catholic Social Service Conference (CSSC). Adding these to the twelve groups which gave religious sisters as their contact or the person who completed the questionnaire, we can identify that thirty-three groups - more than one third of the total, were connected with or received support from the Catholic Church. This represents a substantial involvement with the groups almost equal to that of the VECs.

Besides the VECs, there were a number of other Government Agencies mentioned as providing help to groups when they were starting up. These included FAS, Teagasc, Combat Poverty, The Dept. of Social Welfare and a number of Community Workers, Social Workers and Public Health Nurses (some mentioned by name).

Other bodies which were identified as providing help in getting started were St. Vincent de Paul, Barnardos, Trade Unions, ICTU, ISPCC, Comhlamh, Corporations, St. Patrick's College Maynooth, Irish Family Planning Association and AONTAS itself. Politicians were also mentioned and it is significant that Nuala Fennell, former Minister of State for Women's Affairs was specifically named by four groups as having provided support, through the special once off grant schemes she established in 1985.

FIGURE 5 **SOURCE OF HELP RECEIVED IN FIRST YEAR**

FIRST TWO SOURCES MENTIONED



In a related question, groups were asked if there was any organisation, body or individual from whom help, although expected, was not received. Almost a quarter (24%) indicated that this was the case. Among those mentioned were the VEC \ Local AEO (6 times), Department of Social Welfare (4), the Department \ Minister of Education (3), the National Lottery, Combat Poverty, 3rd level Institutions, the Catholic Church, Ireland Fund, Regional Health Board, Department of Health, and St. Vincent de Paul.

COURSES IN FIRST YEAR

Decisions relating to course provision are a major task for all groups. It is necessary to get the mix and range correct and to ensure that what is offered meets the needs and interests of potential participants. More than half of the groups (55%) offered two, three, or four courses in the first year. One third (34%) held six or more courses. In 1989, AONTAS produced "**For Adults Only: A Case for Adult Education in Ireland**". In the report, three different types of learning were identified within adult education. These were:

1. Science and technical skills which are orientated towards learning how to do something. "The teaching and learning methods which facilitate this kind of learning are demonstration and practical work."

2. Arts, communications and social studies which are oriented towards better understanding and appreciation. This second type of learning "provides opportunities for students to

relate to each other, to focus on personal, social and economic issues and to facilitate their full participation in society. Life and social skills and communication studies at their best involve this kind of learning."

3. Transformative learning which is oriented towards social and personal change and challenging and criticising the way we live our lives. With this kind of learning "an adult becomes aware of and questions a whole range of cultural, psychological and religious assumptions."

Applying this framework of different types of learning to the daytime groups, we find that courses oriented towards skills **(Category 1)** such as Cooking, Sewing, Crafts, represented the single largest category. These accounted for half (50%) of the courses held in the groups. We have included in this category Health, Home Management, Parent Education, Lifeskills, Fitness, Yoga and Playgroup. Depending on the content and the method by which they are taught, some of these courses might also include the second of third type of learning.

The type of courses oriented towards understanding and appreciation **(Category 2)** represented the second largest category. These included English, Irish, European Languages, Social Studies, Women's Studies, Psychology, History and Literacy. They accounted for nearly one in three (29%) of the first year courses held. Again some of these courses would include elements of the first as well as the third type of learning.

It is difficult to estimate to what extent transformative learning was part of the courses offered within the groups. Undoubtedly elements of Personal Development, Counselling and Stress Management courses would involve the kind of critical reflection and analysis which characterises this type of learning. If this is so, close to one in five (19%) of the courses offered in the first year were oriented towards this type of learning.

PRESENT COURSE PROGRAMMES

Added together the groups offered a total of 769 courses. The most common type of course offered by the groups comes under the general heading of crafts. This would include flower arranging, dressmaking, painting and drawing and a wide range of skill, hobby and leisure courses. Cooking, Sewing has been given a separate heading as it was mentioned so frequently.

TABLE 2. NUMBER AND TYPE OF COURSES ORGANISED BY GROUPS

COURSES	NUMBER	PARTICI-PANTS	AVERAGE NO. OF
Crafts	130	1116	8.58
Personal Development	82	805	9.80
Cooking \ Sewing	61	474	7.78
Parent Education	42	234	5.57
Fitness	41	508	12.39
Languages	36	130	3.61
Health	36	315	8.75
English	35	311	8.89
Lifeskills	30	381	12.70
Social Studies	27	339	12.50
Literacy	25	120	4.80
Maths \ Science	24	140	5.83
Leaving Cert. Courses	23	119	5.17
Computer \ Business	23	121	5.26
Yoga	22	281	12.77
Writing	21	194	9.23
Psychology	18	206	11.44
Irish	15	98	6.53
Stress Management	14	205	14.64
Home Management	12	174	14.50
Counselling	12	190	15.80
History	11	105	9.54
Women's Studies	10	133	13.33
Other	19	137	7.21
TOTAL	**769**	**6835**	**8.88**

Since respondents did not give details about the courses, it is difficult to classify them within the framework of the types of learning identified above. Nevertheless, if we assume that Personal development and Counselling involve a high degree of critical learning we could estimate that approximately 12% of the course and the participants were in this category. Secondly, if we assume that courses such as Health, Lifeskills, Parent Education and Stress Management tended towards the second type of learning, then we can estimate that slightly more than half (53%) were oriented towards this type of personal and social understanding. The remaining courses (33%) were the more traditional skill and hobby type courses.

If one excludes the generic category "Crafts" which had the most courses and participants, the single most popular course among the groups was Personal Development. More than one third (36%) of the groups put this type of course first.

It is important to put these findings and trends in context. The first is that the type of courses and learning which takes place within them does not correspond to the traditional image of adult education being "hobby and leisure" type courses. Only one third of the courses fitted this mould. And yet there is an image of adult education courses for women being flower arranging, cooking, sewing, upholstery, etc. This image may have been created from a real practice. The traditional offerings in adult education programmes tended to be these types of courses. It must also be remembered that the schools and institutions which put on these courses tended to be the preserve of men. They were the decision makers. In many instances these men were deciding what courses would be most appropriate for women in their area. If this is the

case then the courses provided by the daytime groups could be seen as reaction to the more traditional hobby and leisure types courses which were deemed to be suitable for women. It would be interesting to compare the type of courses run by the daytime groups with those offered by other providers. It may well be that instead of providing alternative courses, the daytime groups reflect a general shift in adult education away from skill learning to those courses oriented towards understanding and actual reflection.

The attraction of many daytime groups is that not only is the content different, but also the courses are taught differently. When women organise a course themselves they have much greater control over how it is taught. They employ tutors who can identify and respond to the needs and interests of participants.

From **TABLE 2** above it can be seen that the average number of participants in a course is below the twelve often recommended as the minimum if courses are to be self-financing. The smaller average number might also be associated with a more intimate learning atmosphere and possibly a better quality experience for the participants as well as the tutor.

It is important to remember that a good proportion of the groups did not run courses but instead organised an integrated programme. The programmes run by the groups do not generally differ from those offering courses in that there is an emphasis on crafts and personal development. The difference is that instead of participants choosing one or more courses, there is an integrated programme for the different days and times of the week. For example one group gave details of

their programme which ran for six weeks from the middle of September. Each Monday morning there was a session on Personal Development. On Wednesdays and Thursdays for the six weeks there were a series of talks, eg. AIDS and Addictions, Relaxation, Bereavement, Depression, Child Psychology. Tuesdays and Fridays were free days. For some groups, the programme is structured and time-tabled. For others it is more informal.

NUMBER OF PARTICIPANTS.

The average number of participants in groups with courses was 105. Obviously some were bigger than others. One group in Dublin had 900 participants. The next largest group based in a country town had 492 participants. Many of the well-established Dublin groups had over 200. The average number of participants in groups with programmes was 42.

COURSE FEES

It is when one comes to describe and analyse course fees that the voluntary nature of daytime adult education becomes most apparent. Education costs money. However, it brings rewards not only to the individual but also to the State. The Irish State spent about £6 billion in education 1992. However, only a small proportion of this (approx. 0.5%) was spent on adult education. Given that 75% of the participants in adult education are women, it would be interesting to see how much of the expenditure on adult education is directed towards women. What we do know

is that there is little or no state funding available to most of the daytime groups. This means that for many of the participants spending money on an adult education course means making sacrifices. It may mean going without food, clothes or entertainment. In many circumstances the cost, when taking into account the total income of the household and the disposable income of the women, can be very high indeed.

The rewards of participation may be more of an end in itself in terms of the understanding education brings of oneself and the family, community and society in which one lives. However, education can also be a means towards Certificates, Diplomas and Degrees. These educational qualifications have become the currency of the labour market. But they also bring social recognition and respect.

This report is not so much about the access to credentials and qualifications as it is about access to education in general. Given the inadequate number or inappropriate nature of courses on offer elsewhere, these groups have gone out and organised their own courses. The struggle to provide education for oneself and others despite the inadequacies or opposition of the system, has been a characteristic of Irish education which can be traced back to the Penal Laws.

Daytime groups have become central to whatever education many women obtain. There is nothing regular or certain about these groups or the courses they provide. Some courses operate on the same strict self-financing basis which applies throughout the mainstream of adult education, i.e., there has to be sufficient fees collected from participants to pay all the costs of

the course including the tutor but also lighting, heating, caretaking etc. This means that if the tutor is paid anything like a proper wage, participants have to pay £20 to £40 for a ten week course. There are other groups which operate on a much more voluntary basis where, if the tutor is paid, it does not come from fees charged to participants. The tutor may give her\his services free of charge or her\his payment may be found through fund-raising.

Although there are many different approaches to financing courses and programmes, three main types may be identified in relation to course fees. There are those which charge close to commercial rates where the average cost to the participant is between £15 and £30. On the basis of a ten week course with an average of nine participants, this means that the average weekly income (from which the tutor and other cost have to be met) is between £13.50 - £27. The second type of group is one in which participants are charged a nominal fee of between 50p or £1. The third type of group is one which runs a mixture of free or nominally charged courses which run at a commercial fee. Indeed one suspects that in some circumstances, well-attended commercial fee courses help subsidise those for which a nominal fee is only charged.

SUBSIDIES AND FEE SCHEMES

Respondents were asked if they provided subsidies with the cost of fees for some participants . More than half (54%) indicated that they did. As we saw above, where participants are only charged 50p or £1 for a course, all participants are subsidised. Twenty-nine (30%) of the total number of groups, or in other words more than half of the groups which provide subsidies,

indicated that all participants were subsidised. By and large these groups were linked into a national institution such as the Catholic Church, Trade Union or a large charitable organisation.

But the picture is a bit more complicated. Some groups said that they did not provide subsidies as their fees were very low. Looking through some of the individual responses it is clear that subsidies generally pertain to the larger groups with large numbers of participants in their courses. Where these groups had a definite policy it was usually directed towards those dependent on Social Welfare. The proportions of participants subsidised varied, from 2.5% - 35%.

The way subsidies were made known also varied. Of those groups which provided subsidies, four out of ten did so by advertising the fact on their leaflets and brochures. Another four out of ten relied on word of mouth and personal contact and negotiation with a committee member. The remaining groups announced subsidies at meetings or made their existence known through local agencies. For example, one group said that all its five courses were subsidised - three of these cost participants only £1 per session. Nevertheless a special rate for unwaged people is published and 10% of participants get a further reduction. Another group indicated that 10% of its participants received subsidies and that these were made known through community workers and tutors.

The groups which provided subsidies indicated that in general there were specific courses which were subsidised. For example, one group indicated that two of its six courses, Creative Writing and Assertiveness, were free of charge. For another group the situation is a little more

complicated:-

> *"The VEC subsidies Social Studies, Creative Writing, Car Maintenance. We also subsidise VEC classes where there is a shortage of numbers".*

Some groups have their English, Maths and other courses subsidised as part of the Second Chance Education Scheme. Other groups obtain specific sponsorship for courses.

Twenty-three (24%) of the groups said they offered a fee paying scheme. For more than half (56%) of these this meant that participants were able to pay on an instalment basis. For example, one group operate a scheme whereby for a twenty week course two payments can be arranged; first payment on enrolment and the second five weeks later. Other groups referred to grants and loans made to participants. Yet others do not have a formal fee paying scheme, but operate an informal one where a deposit is made and the balance is paid before an agreed time, depending on the circumstances of the student.

ADVERTISING

The vast majority (86%) of the groups indicated that they engaged in some kind of advertising to promote and publicise their activities. An analysis of the first three methods of advertising mentioned shows there is a wide diversity of approaches, e.g. notices in local newspapers, parish magazines, newsletters, shop-windows, posters etc. Two-thirds (67%) of the forms of advertising mentioned took the form of notices. The next most popular form of advertising, as befits local groups, was word-of-mouth and door-to-door publicity. This accounted for more than one in five

(22%) of the approaches used.

Some groups used a combination of approaches, eg.

> *"Through schools, churches, personal contact, door-to-door and advertisement by posters in shop windows and Doctors Surgery".*

Of course much depends on whether the group is based on open access courses or whether the programme on offer tends to be confined to members.

> *"We don't advertise courses. We base the courses we run on the participants who are attending the centre at the time. New women come to the programme through word of mouth. That is the best advertisement. If the programme is going well, we'll get new people."*

ENROLMENTS

As might be imagined, most enrolments take place in September or January a few week prior to the courses beginning. Thirteen of the groups (14%) said that enrolment took place on the first day and seventeen (18%) said that it took place anytime.

It is important to remember that, as with adult education in general, daytime courses and programmes are closely linked to the school timetable. This not only relates to the availability of tutors, rooms and resources, it also means that the children are back at school and this gives their mothers time to attend their own courses. Enrolment dates and times are organised with this

in mind, i.e., two or three weeks after the children have returned to school. The aim, as one respondent put it is:

> *"To give sufficient time after the children return to school for people to organise themselves in readiness for morning classes."*

The close relationship between school-children and enrolment in courses extends even further. As cheap as many of the courses are, some participants cannot afford them and, if they are to attend, they have to use the money they receive from their children's allowance. This money is paid directly by the State to the women themselves. Some groups realise this and specifically postpone enrolments until the days children's allowances are paid.

> *"People need time to gather some money after kitting children out for school in September. The same applies after Christmas. We also take into consideration wages day, dole day and Children's Allowance day."*

EVALUATION

Regular and thorough evaluation involving organisers, tutors and students is at the heart of a good education programme. Evaluation is not something which is generally associated with adult education courses in which participants are often expected to vote with their feet. However, evaluation is a regular feature of daytime education. Three quarters (76%) of the groups indicated that they evaluate their courses and programmes.

When these groups were asked how they did the evaluation, there was a variety of responses. One quarter said that they handed out forms or questionnaires. The completed forms are

sometimes discussed at a meeting of the group.

"At the end of each course we give our participants evaluation forms which they fill in with an evaluation of the course they have completed and we also ask for suggestions for new courses. We also hold regular meetings with our tutors to establish how the courses are going and if there are any problems encountered."

A further quarter said they held meetings. For example, one group described the process as follows:

"We have an Open Day once a year where we encourage everyone to come and discuss the past year. We have the tutors present as well and in this way we get a good view of how the year went, what classes proved most popular and also we discover what subjects there is interest in for the Autumn."

Some groups use an outside facilitator to help with the evaluation. Others rely on the group's committee members.

"The committee meets on a monthly basis to decide on classes new and old in response to local demand, input from women attending is also discussed so that we might best suit all concerned."

One in ten relied on attendance figures.

"If we find a certain course is badly attended and we cannot improve attendance we will delete it from our programme next term, but we always give our parents fair warning."

Some use a variety of methods eg.:

"Examination of enrolment numbers, open day discussions, informal feedback."

TUTORS

The groups used a total of 614 tutors. Given that there were 769 courses, this would suggest that in most groups tutors only teach one course. Tutor training is a key issue in adult education. Only (5%) of the groups said that none of their tutors were trained. However, only one third (36%) of the tutors were positively identified as being trained. The remainder of tutors were said to have some, but unspecified, training.

More than half (57%) of the groups said that they evaluated their tutors. As with the overall programme, there was a variety of methods used to carry out this evaluation. More than one third (35%) relied on the students.

> *"We simply ask the participants if the tutor was good? Did they find the tutor helpful? Did they feel understood and listened to?"*

The remainder mentioned seminars and discussions with tutors and participants. One in nine (12%) left the evaluation to the VEC.

The general impression from the responses was that where evaluation did take place it was not formally organised. As one group put it:

> *"Tutors are generally evaluated by participants at the end of term and throughout by feedback to the Co-ordinator."*

Another respondent described the evaluation process as follows:

> *"If the classes are doing well we do not evaluate our tutors, but if we have a problem our co-ordinator will speak to the tutor in question."*

However, it should be remembered that most groups organise just a few courses and there is often regular interaction between group members and participants. Consequently, as one group pointed out, although evaluation is informal, it is perhaps very efficient. They talk to the students meet the tutors at coffee, monitor attendance at classes and, in any event, most classes are attended by a committee member.

CHAPTER 6

PREMISES AND CRECHE

One of the major problems which voluntary groups face is gaining access to premises. This is particularly acute for daytime education groups who need rooms large enough to hold classes. The AONTAS report "**For Adults Only**" pointed out that there are very few purpose built Adult Education Centres in Ireland. The fact that buildings used for adult education are almost always used for other purposes means that adults have to fit in with the activities of other groups.

Findings from the current research supports this. They indicate that in relation to courses provided by daytime groups, only a minority (21%) are held in VEC classrooms. The majority are held in Community Centres (18%), Private Houses (15%), Family Resource Centres (15%), Parish Halls (14%) and Hired Rooms (12%). The remaining 5% were held in Prefabs or Youth Clubs.

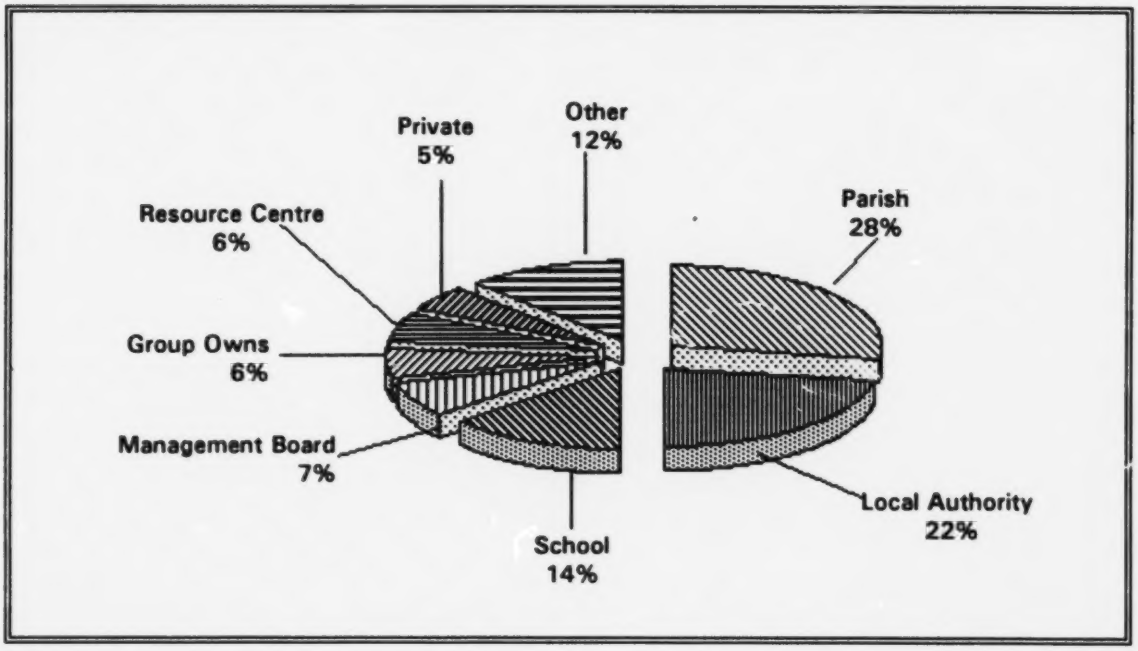
These findings would suggest that when it comes to access to buildings and rooms the daytime groups are not receiving the type of support one might expect from local education institutions. However, it must be remembered that there are very few schools in Ireland which have spare rooms which could be allocated to the groups during prime-time usage in the morning. Even where there is access to school rooms there are still problems. "Firstly, in many cases there is no security of tenure for adult students in schools. They are treated as intruders and are given no sense of having the right to be there. Secondly, schools may not always be the best setting

for adult education given that adults who had a bad experience of school the first time around are unlikely to be attracted to participate. "**For Adults Only,** Dublin: AONTAS, 1989, p. 75)

The strong involvement of the Catholic Church in daytime groups is reflected in the ownership of the buildings in which the groups hold their courses. The Parish (28%) followed by Local Authority (22%) were the most frequently cited owners.

FIGURE 6

OWNERSHIP OF BUILDINGS IN WHICH COURSES \ PROGRAMMES HELD



On average the groups had access to between three and four rooms. The breakdown was as follows: One to two rooms (35%); three to four rooms (28%) and five or more rooms (38%). This would seem to suggest that once groups gained access to a building, gaining access to rooms was not so difficult. However, it should be pointed out that for many groups one of the rooms had to be devoted to creche. Nevertheless, only 10% of the groups had to operate from one room. Despite the limitations of space, nine in ten of the groups were able to provide tea and coffee facilities for the learners.

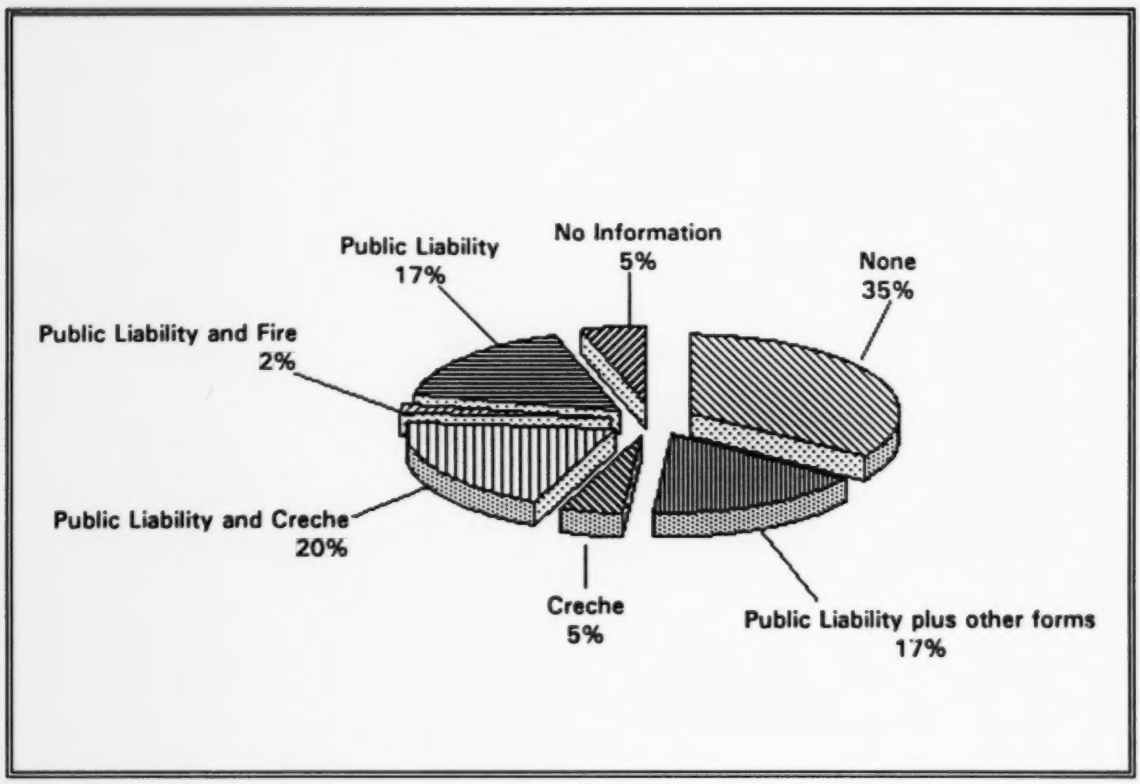
The vulnerability of the groups is further indicated by the fact that almost two-thirds (64%) said they rented their rooms. One third had their rooms rent free. Just over two-thirds (68%) of the groups said that they had no formal lease. Of those who had to pay rent (70%) were dependent on fund-raising, tuition fees and other group funds to do so. As well as the rent, one in five (22%) of the groups had to pay extra for lighting, heating, cleaning and caretaking.

INSURANCE

One of the disturbing findings of the survey, again indicating the vulnerability of the groups was that one in three did not have insurance. This must be placed within the context of groups bringing in the people to attend courses and, in some cases, running creches. In some circumstances the groups' activities were covered by the school or proprietor of the building which they were renting. Nevertheless, there appears to be some doubt for many groups as to who is covered, what is covered and who is responsible for insurance.

FIGURE 7

TYPE OF INSURANCE HELD BY GROUPS



Although 90% of the groups who had insurance said that they had no difficulty in getting it, this was not borne out by those who did not have it. As one of these groups pointed out it is not possible to get insurance cover unless you have a fixed address. Another group said that they had difficulty getting insurance for children under two and so had to limit the creche to those over two.

CRECHE

As we saw earlier in the report, the provision of a creche is central to the aims of many groups. The question is to what extent to the groups live up to the slogan of one group "**No Creche No Classes**". In fact, more than two thirds (68%) do. The twenty-eight groups which did not provide a creche, gave various reasons for not doing so. Ten said a creche was not needed. A further ten said that they did not have the space or facilities. Two said they did not have the funding. One said it was too difficult in their present circumstances. Two said they planned to provide a creche in the near future and three did not respond to the question.

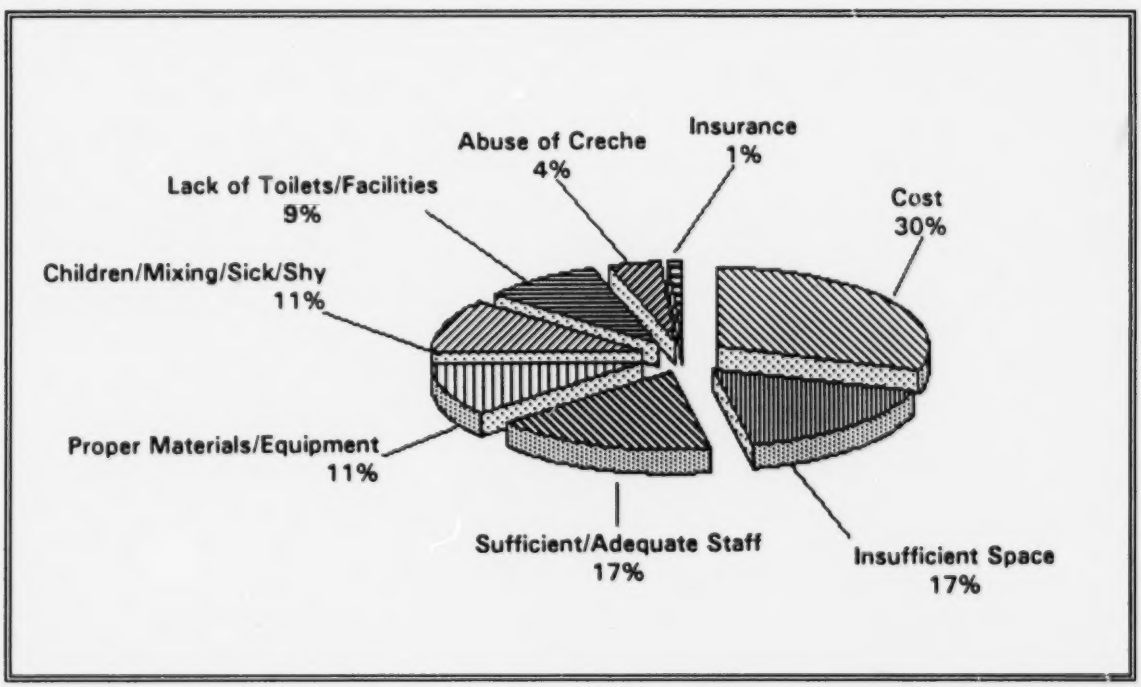
Two-thirds of the groups which had a creche were able to have it in the same premises as the courses or programmes. Other groups were forced to make do with prefabs or in adjacent buildings.

Four in ten of the groups which provided creche facilities said that they did not charge the participants for the service. Six in ten said that they did and the average cost was between 50p and £1 per day.

Of those groups which did provide creches, the proportion of learners who used it varied considerably. For example, one of the larger groups with hundreds of participants had only eight learners a day using the creche. On the other hand a number of groups had 100% usage. Adding together all the learners from the different groups which provided creches and expressing this as a percentage of the total number of learners in these groups, we find a 20% usage.

The proportion of learners who use the creche is related to a number of different factors. The first is the area in which the group is situated. If, for example it is in a relatively old suburban area, then the participants in the group are less likely to have young children. If they do have children, they are more likely to be of school-going age. A second factor is that even if they do have children of creche-going age, many learners have alternative options to bringing their children to the group's creche. They might, for example, have a regular child minder or an exchange system with some neighbour. It is interesting to note that of the twelve groups with more that 50% usage, five of these were run by Religious Sisters. Furthermore, it would appear that creche usage is above average in more recently established working class suburban areas. Those groups which had creches were asked what were the main problems in running them.

FIGURE 8 PROBLEMS MENTIONED BY GROUPS RUNNING CRECHES.



Some examples of responses to this question on problems running the creche were:

"Payment to person running it; finding a person to do it; should it be paid for by the group or the parents; and fear of insurance claim."

"The creche is located on the top floor of the house; the toilet is located on the 2nd floor of the house; the noise from the creche carried to the other rooms; people taking care of the children are not trained in this area; and the facilities for the creche are too small."

"Getting volunteers to run it, getting parents who are willing to use it, and building a trust between volunteers and the users."

"A small minority of parents taking advantage of our facilities, i.e., not collecting children on time and not bringing baby's nappies with them. Abuse from parents who are not doing our Adult Education Courses. They think the creche is a social amenity and fail to realize it was set up to facilitate the adult education only."

"Providing an expensive service for occasionally only one or two children - not knowing before hand number of children availing of creche."

"While we have a very committed voluntary worker (trained) we always need extra people. Our main problem is funding to provide workers. Our women are poor women. Many live on Social Welfare Benefits. The don't have lots of money to spend. We would like funding."

CHAPTER 7

ORGANISATION AND MANAGEMENT

Many daytime groups begin quite informally and only establish formal organisational structures at a later stage in their development, e.g. when they begin to seek funding. Twenty-two of the groups (23%) did not have a formal committee structure with Chairperson, Secretary, Treasurer, etc. Seven of these were locally based groups providing open access courses. Seventy-three (76%) of the groups had a formal structure. People were elected or selected in a variety of ways. Thirty-one (32%) had Annual General Meetings at which officers were voted in. Twenty-three (24%) operated either through people volunteering or being invited. Eleven (12%) left it up to the committee to make the selection and four operated on a rota system. The majority (82%) of the groups held formal meetings with minutes and agenda. More than half (57%) of the groups met at least once a month. Even when there is a formal selection process, it would be wrong to assume that positions in these groups are strongly contested. In many cases, people need to be persuaded to go forward.

In relation to this, respondents were asked if the group tried to obtain a regular turnover of officers and committee members. The vast majority said that they did aspire to this, although it is often difficult to attain. Eleven (11%) of the groups said that they did not try to obtain a regular turnover of members. Reasons given for this included being too small or new. In relation to attitudes on this issue, respondents were asked if they agreed that "the group is very good at bringing in new committee members." More than half (53.4%) of the respondents agreed with

this. However, when asked if they agreed that "it is always the same people who get the work done", almost two-thirds (63%) agreed.

Daytime groups are often associated with educational courses being provided for women by women. In this regard it was interesting to discover that more than a quarter (26%) of the groups said that they had men on their committees.

PROBLEMS FACING THE DAYTIME GROUPS

Respondents were asked to identify the main problems facing their groups. The amount of problems listed and the wealth of detail which respondents contributed indicates not only how committed but also how vulnerable these groups are. The main problem facing the daytime groups is undoubtedly that of funding.

> *"Our main problem is cost, particularly for mothers with children. We charge £1.50 per child plus £2 for fee (£3.50 per morning). We feel this is too expensive for mothers with children. We would love to offer free creche and had we received a Social Welfare grant that was our first priority. Even at £1.50 per child we still subsidise the creche. Also we are drawing our participants mainly from the middle class. We're not reaching the working or unemployed classes. Perhaps cost is the reason, but I think we have an 'image' problem."*

Many groups also said that they regularly experience problems in maintaining the commitment and enthusiasm of the group in the face of the enormous difficulties which they encounter. They

50

experience difficulty in:-

"Getting new members who are willing to be active and willing to take part in organisation, also keeping interest alive."

"Getting new members and keeping up the interest in the group as all are young mothers it's not always easy for them to attend meetings, give help, e.g. at coffee mornings, etc."

Maintaining commitment and enthusiasm is often linked to maintaining a sense of continuity.

"Lack of continuity with students from term-to-term means that many students do not stay long enough to get to know people, see how things run and perhaps become involved."

Another issue related to funding is premises.

"Ideally we would like to have a locally based premises for adult education. As it is we are scattered here and there which is very disruptive to tutors, participants and the group."

"We have to share our premises with community groups. We cannot have cookers, sewing, knitting machines, typewriters, etc. This means that we cannot offer as many courses as we would like."

TABLE 3 PROBLEMS IDENTIFIED BY THE GROUP

PROBLEMS	NUMBER	%
Funding	54	24.8
Apathy \ Lack of motivation	23	10.6
No permanent premises	14	6.4
Lack of facilities	14	6.4
Maintaining numbers	13	6.0
Lack of creche	12	5.5
Reaching areas of need	10	4.6
Workload	8	3.7
Planning activities	7	3.2
Lack of qualified tutors	7	3.2
Limits in what can be offered	7	3.2
Planning for the future	7	3.2
Lack of co-operation from Government	6	2.8
Membership turnover	6	2.8
Personality conflicts	5	2.3
Perception \ image	5	2.3
Hassle from husbands	3	1.4
Bad organisation	3	1.4
Advertising	3	1.4
Staffing	3	1.4
Others	7	3.2
	218	100.0

CHAPTER 8

GENERAL ATTITUDES OF DAYTIME GROUPS

As a means of identifying some general attitudes to daytime adult education, respondents were asked to indicate whether the agreed or disagreed with a number of statements. No more that 12% of the groups agreed with the statement. "The way things are going the group will not exist next year."

Despite all the problems which they face the majority of groups were adamant about their continued involvement in daytime education. Since many of the groups work at local level, often in a suburban area, contact with other groups is a major issue. Just how successful groups are in overcoming this isolation is indicated by the fact that 45% agreed that they have little contact with other daytime groups and one quarter had not heard of AONTAS.

Although there is sometimes tension between the statutory and voluntary sectors in adult education, the majority of daytime groups have a positive feeling toward VECs. Almost two-thirds agreed that the VEC has been more of a help than a hindrance. A similar proportion (61%) agreed that the local Adult Education Organiser had been a great help to the group. Nevertheless, one in five of the respondents strongly disagreed that their AEO had been a great help. There was less agreement concerning the local religious community. Half of the respondents disagreed that they wouldn't exist without the help of the local religious community.

TABLE 4 **RESPONDENTS ATTITUDE TO VARIOUS STATEMENTS RELATING TO DAYTIME ADULT EDUCATION (Percentage of groups)**

ATTITUDE STATEMENT	STRONGLY AGREE	AGREE	UN-CERTAIN	DIS-AGREE	STRONGLY DISAGREE
The way things are going the group will not exist this time next year.	3.2	3.2	6.4	30.4	57.4
It is always the same people who get the work done.	26.4	36.3	5.5	26.4	5.5
The Dept. of Education has little interest in our group.	40.2	27.2	14.1	15.2	3.3
Our group has little contact with other daytime groups.	13.7	31.6	3.2	35.8	15.8
I have never heard of AONTAS until this questionnaire.	10.5	14.7	2.1	36.9	35.8
The VEC has been more of a help than a hindrance.	40.2	22.8	9.8	18.5	8.7
The Group is very good at bringing in new committee members.	15.6	37.8	12.2	24.4	10.0
We wouldn't be here without the help of the local religious community.	24.5	18.1	7.4	16.0	34.0
Our local Adult Education Organiser has been a great help to the group.	41.4	19.5	10.3	9.2	19.5
Our group has no interest in joining AONTAS.	3.3	4.3	20.6	45.7	26.1

From these responses it is evident that despite all the problems faced by daytime education groups, the majority of groups believe in their capacity to continue to provide their activities. While there is in general a positive experience of local VECs, AEOs and religious there is a strong perception amongst daytime groups that the Dept. of Education has to date been less interested in them than one might have expected.

FINAL COMMENTS

At the very end of the questionnaire, respondents were asked if there were any comments which they would like to make about the questionnaire itself, about daytime adult education, or about adult education. This section presents some of the comments.

COMMENTS ABOUT THE QUESTIONNAIRE

Some felt that it was too long.

> *"We have little staff as it is and to answer all the questions asked takes up too much valuable time."*

Others thought that some of the questions were ambiguous or did not apply to their group. There was some concern expressed about the purpose of the questionnaire and what happened to the results. Others felt that the questionnaire was very straight forward and easy to answer. A few respondents were kind enough to say that the questions were relevant and meaningful and as one commented,

> *"It made us think about our group and other group situations."*

COMMENTS ABOUT DAYTIME ADULT EDUCATION

The responses quoted below illustrate the daytime groups' conviction of their value and effectiveness, and their right to adequate and stable support.

"Approx. 300 people, mostly women use our centre on a weekly basis. We feel our project is very cost effective and does get many people to make the transition back to further education. If centres like ours got recognition by regular funding it would help us continue work."

"The group would like more recognition from the Department of Education. Without the grant for Women's Locally Based Groups, this group would not have got off the ground. We received £3,000 in 1990 and only £1,000 in 1991 so we fear for our future. If there was more money we could run more courses especially for the disadvantaged."

"Since we started this programme we have been amazed by the need for them expressed by women. I personally cannot believe the level of oppression, dependence, passiveness that is out there among women."

"Daytime classes provided by women for women all over the country should get greater support and recognition from the VEC. Support appears to vary according to the interest of the Adult Education Officer. In rural areas there are no adult education courses during the day when it would be easier for women to avail of them. Evening classes are

very expensive. Money from EC for womens' education is completely work orientated and it is difficult for smaller groups to demonstrate that their courses do help women to gain confidence to return to work especially in areas of high unemployment."

"Daytime adult education is the new revolution. It's responding to demand -- people are organising their own programmes -- it's empowering people particulary, women."

"Daytime adult education is totally lacking for travellers. We feel that this group has been the most deprived in terms of education and to address this a creative and culturally appropriate approach is necessary."

COMMENTS ABOUT ADULT EDUCATION IN GENERAL

The comments below underline the demand that exists amongst Irish adults for properly resourced opportunities for lifelong learning.

"We see women's education as a primary factor in the development of the community here. We feel that the Department of Education does not see any value in adult education as they do not fund it adequately."

"There is growing interest in self-education at all levels. More facilities are necessary, especially services for one parent families. The people want accreditation for their adult learning experiences that will be recognised at national and international level."

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"In this particular area of adult education funding is a very big issue. A lot of time and energy has to go into seeking funding in order for these projects to provide sessions. Local education, I believe is a very important first step for any adults returning to formal education. It is a space and a process where adults gain confidence to take up the challenge of learning. The Department must make a better effort in supporting such work. This might mean providing funding to employ coordinators of such programmes and also to provide for creche workers."

CHAPTER 9

SUMMARY AND CONCLUSION

Daytime education groups have become a major phenomenon in Irish adult education. Results from this study indicate that there are ninety-six groups operating in various parts of the country, mostly in suburban areas, particularly Dublin. Most of the growth in the groups occurred during the latter half of the 1980s. These groups have 8,723 adults participating in their courses and programmes.

What makes these groups unique in terms of Irish and Western European education is their voluntary, locally based nature. They have sprung up around the country not as a result of some governmental initiative, but from women coming together to provide their own education.

These groups operate on the margin of Irish education. Despite their energy, creativity and commitment to meeting the educational needs and interest of people in their area, they receive little or no recognition or encouragement, let alone support from the Department of Education. They are generally dependent on whatever support they can attract at local level.

More than half of the groups operate from private homes. Two thirds rent the premises which they use for their courses and programmes. Most obtain rooms from the local parish, VEC or national school. A major indication of the vulnerability of the groups is that one in three did not have any insurance cover for their activities. These groups are involved in the empowerment of

marginalised, oppressed people in Irish society. Yet they themselves have very little status and power and it is very difficult to get status and power, particularly in terms of funding, without an official address and official recognition.

To be relevant and meaningful, education needs to respond to people's real needs and interests. For many women, education is irrelevant unless there is a creche provided where they can have their children cared for while they learn. The provision of a creche has often been a major social and political issue for the daytime groups and is something which has distinguished their approach from the statutory agencies. Two-thirds of the groups provide a creche. The average cost charged to parent was between 50p and £1 per day per child. Approximately one fifth of the participants in the courses around the country made use of the creche. Groups frequently mentioned the charge which had to be made to parents, limited and inadequate space and difficulties getting staff as the major problems they had in running the creche.

The groups provide a large number and wide range of educational courses and programmes. The main difference between the groups and the statutory providers is that the groups have greater control over the whole process. There is an emphasis on creating a different atmosphere in which feelings of inferiority and ignorance are replaced by self-esteem and self-determination. While there is still an emphasis on crafts and skill-based learning, the main type of learning which takes place within the groups is orientated towards social and personal understanding. More than one third (36%) of the groups indicated that Personal Development was the most popular course.

Most courses are run on a strict self-financing basis. In this way the groups do not differ from mainstream adult education. Participants, through the fees they pay, have to cover the costs of the tutor, rent for the premises, heating etc. The average fee charged for a ten week course was between £15 and £30. More than half of the groups provided subsidies for the cost of fees. Many groups through fund-raising and 'once-off' grants were able to charge only nominal fees of 50p or £1 for a course.

The courses provided by the groups tend to be 'once-off', 'end-in-themselves' courses. In other words, they are not linked into any overall system of certification and accreditation. With the exception of Leaving Certificate courses which accounted for only 3% of all courses participants cannot, if they so wish, gain official recognition for what they learnt. There is no ladder available whereby what they learn can count as a step towards a recognised Certificate, Diploma or Degree.

The groups face a wide range of problems in trying to keep going. The main problem for most is funding. Some have received small 'once-off' grants from the Department of Social Welfare. Most operate with no direct support from the Department of Education. Lack of funding is linked to many other problems including maintaining the voluntary commitment and motivation of group members, having no permanent premises, and a general lack of facilities, particularly in relation to providing creches.

The relation between these groups and the VECs is inconsistent. Much would seem to depend on the particular VEC and Adult Education Organiser in the area. Where both are sympathetic

and supportive, there appears to be strong links between the voluntary and statutory sectors.

Daytime education groups operate on the margins of Irish society. Education is often seen as a state service, but many of these groups are providing basic educational services to a sector of Irish society whose needs and interests are being ignored by the state. The voluntary provision of education for women, many of whom would often be confined to the home, has health, and social welfare as well as educational benefits. Yet daytime groups are not identifiable or recognised charitable organisations. This adds to the burden of trying to raise funds. The primary need of daytime groups is recognition and support by the state for their work, especially in terms of proper funding and coherent policies.

RECOMMENDATIONS

On February 24th 1993, representatives of the daytime education groups which had participated in this survey met to discuss the survey's main findings. Participants worked in five workshops:

- Funding and Resources
- Premises and Creche
- Organisation and Management
- Advice, Guidance and Education
- Lobbying and Profile Building

Each workshop developed a set of recommendations for the ongoing support and future development of daytime adult education groups. These recommendations were then agreed by the conference as a whole.

The main finding of this survey relates to the marked lack of recognition, support and resources available to daytime groups. The continuing poverty, isolation and lack of recognition experienced by daytime education groups, despite the extent and the effectiveness of the services they are providing, acts as a constant drain on their energy and limits the fulfilment of their potential.

At a minimum daytime education groups need access to suitable premises and creche, sufficient money to allow them to pay administrative, childcare and educational staff and to access adequate insurance cover. They also need ongoing support and training, the opportunity to meet each other and more formalised links with mainstream agencies so that the learning they facilitate can be

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and more formalised links with mainstream agencies so that the learning they facilitate can be recognised and used to enable adult learners to progress to further and higher education and training opportunities.

Developing these kinds of resources, support and recognition for the work of daytime education groups will require integrated and sustained action on the part of the Irish Government, local education authorities and officials and the Groups themselves.

The survey recommends the following actions by the Irish Government:

* The development of a coherent and integrated national policy to direct the support and development of voluntary and community groups.

* The immediate establishment of an Education Advice and Guidance Centre to research the needs of and to make available information and support to adults wishing to further their education and training and \ or to return to paid work.

* The creation of new provisions to ensure that certain groups of people not on the Live Register are actively encouraged to participate in mainstream education and training programmes.

* The development of alternative and flexible forms of accreditation to promote the recognition of learning achieved through community education by mainstream agencies.

* The provision of purpose built adult education centres in every local authority area, accessible to all and jointly managed and run by local education authorities and daytime education groups.

* The abolition of the self-financing rule for adult education in relation to daytime education groups.

* The extension of National Lottery Funding to adult education in general and to support daytime education groups in particular.

* The provision by the Dept. of Education of an annual allocation to daytime groups. Such an allocation should be flexible enough to meet the needs of groups at different stages of development and to cover the overheads and running costs of service provision as well as particular courses, projects and development activities.

* The increase of the Adult Literacy and Community Education Budget (ALCE) from £1m to £4m per annum and the reservation of 50% of this budget for the support of daytime education groups.

* The reservation of 10% of the statutory funds currently spent on vocational training for the resourcing of vocational training provided by daytime education groups.

* The appointment by the Dept. of Education of an officer with special responsibility for the resourcing of daytime education groups. This officer would work to identify sources of funding, particularly within Europe, for the support of daytime groups and would support daytime groups in accessing this funding.

* The initiation by the Dept. Of Education of an action research project aimed at investigating and promoting the future development and role of daytime education groups in Ireland.

The survey recommends the following actions by local education authorities and personnel with responsibility for adult education.

* The establishment of formal links and working relationships with daytime education groups in their areas.

* The provision of management training and ongoing support to those involved in the organisation of daytime education groups in their areas.

* The facilitation of networking between daytime groups in areas through provision of

communication facilities, funding for quarterly networking seminars and for exchange visits.

The survey recommends the following actions to be undertaken by daytime education groups themselves:

* Document their own stories and experiences for the purposes of recording their histories and collecting information useful for lobbying.

* Produce a directory of daytime education groups to enable groups to contact each other for information and advice regarding tutors, funding, materials etc.

* Register as charitable organisations to maximise fund-raising opportunities and minimise certain costs.

* Come together in a national lobbying group to represent the interests of daytime education groups at regional and national levels.

* Join AONTAS and other agencies capable of representing their interests at national level.

* Seek representation on their local Adult Education Board and on the Boards of other key agencies, such as AONTAS.

* Develop their negotiation, lobbying and networking skills and consider appointing one person on their management group who would take special responsibility for this area.

* Use this report as a lobbying tool with T.D.s, Ministers and M.E.P.s and with agencies working in areas relevant to the development of adult education, training and social services.

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Inglis, Tom and Maureen Bassett, **Live And Learn:** Daytime Education In Coolock Dublin, Dublin: AONTAS, 1988.

Conference of Major Religious Superiors, **Education And Poverty**, Dublin: CMRS, 1992.

Information Pack for Daytime Education Groups, AONTAS 1990.

APPENDIX A

DAYTIME EDUCATION GROUPS

Listed alphabetically by County

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CORK

Family Centre
Harbourview Road,
Knocknahenny
Cork

Phone: 021 392300

Contact Person: Sr. Frances

Year Started: 1982

Innishmore Family Centre
Innishmore
Ballincollig
Co. Cork

Phone: 021 873227

Contact Person: Julia Heffernan

Year Started: 1990

DONEGAL

Letterkenny Women's Centre
Port Road
Leterkenny
Co. Donegal

Phone: 074 24985

Contact Person: Bernie Hegarty

Year Started: 1988

DUBLIN

Avonbeg Women's Group
St. Muirin's House
55 Avonbeg Gardens
Tallaght Dublin 24

Phone: 514627

Contact Person: Breda King (PRO)

Year Started: 1974

Ballyfermot Resource Centre
Lynch's Lane
Dublin 10

Phone: 6264147 \ 6269599

Contact Person: Margaret Hegarty

Year Started: 1981

B.A.S.E (Ballyboden Adult Social Education)
C\O 29 Whitechurch Way
Ballyboden
Dublin 16

Phone: 935953

Contact Person: Angie McGrath

Year Started: 1991

Bawnogue Women's Development Group
91 Ashwood Road
Bawnogue
Dublin 22

Phone: 573225

Contact Person: Marie O'Brien

Year Started: 1990

B.A.S.E.
Brackenstown Scene of Adult Education
Pre-Fab, St. Cronan's Primary School
Brackenstown
Swords Co. Dublin

Phone: No

Contact Person: Rosaleen Curran

Year Started: 1987

C.A.L.
Coolock Adult Learners
Colaiste Dhulaigh
Barryscourt Road
Coolock Dublin 17

Phone:8477937 \ 8474399

Contact Person: Kathleen Forde \
Sharon McGowran

Year Started: 1980

C.A.M.E.
Clondalkin Adult Morning Education
Deansrath Community College
Clondalkin
Dublin 22

Phone: 572435

Contact Person: Elizabeth Monaghan

Year Started: 1986

"CHOICES"
Shanganagh Park House
Shankill
Co. Dublin

Phone: 2820110

Contact Person: Jennifer Storey

Year Started: 1988

Clonburris Awareness Group
17 St. Patrick's Road
Clondalkin
Dublin 22

Phone: 573340 \ 573330

Contact Person: Mary Fagan

Year Started: 1986

Clondalkin Traveller's Development Group
Clondalkin Leisure Centre
Nangor Road
Clondalkin
Dublin 22

Phone: 575124

Contact Person: Julie Smyth

Year Started: 1989

C.U.P.
Community University Project
Pobalscoil Neasain
Baldoyle
Dublin 13

Phone: 479329 \ 311896 \ 336857

Contact Person: Hilary, Orla, Meryl

Year Started: 1985

Darndale \ Belcamp Adult Education
C\O Senior School
Darndale
Dublin 17

Phone: No

Contact Person: Noel Kelly

Year Started: 1980

D.A.T.E.
College Of Commerce
Main Street
Dundrum Dublin 14

Phone: 2989283

Contact Person: Mary B Cummins

Year Started: 1984

D.T.E.D.G
Dublin Travellers Education & Development Group
Pavee Point
48 North Charles Street
Dublin 1

Phone: 732802

Contact Person: Ronnie Fay

Year Started: 1983

Fettercairn Adult Morning Education
Pre-Fabs
St. Anne's School
Fettercairn
Tallaght Dublin 24

Phone: 597369

Contact Person: Mrs. Pat Esmonde

Year Started: 1989

Greater Blanchardstown Development Project
Parlickstown House
Ladyswell Road
Mulhuddart Dublin 15

Phone: 8201745

Contact Person: Nuala Kane

Year Started: 1984

Inner City Mothers Group
C\o Dublin Institute of Adult Education
3 Mountjoy Square
Dublin 1

Phone: 8787266 \ 8743251

Contact Person: Catherine Healy

Year Started: 1979

Huntstown Personal Development Group
C\O 13 Huntstown Wood
Mulhuddart
Dublin 15

Phone: 214888

Contact Person: Breda Lyng

Year Started: 1985

Jobstown Women's Own Group
31 Bawnlea Green
Jobstown
Tallaght Dublin 24

Phone: No

Contact Person: Anne Cuddihy

Year Started: 1989

Inchicore Women's Development Group
Oblate House of Retreat
Inchicore
Dublin 8

Phone: 541117

Contact Person: Sr. Mairead Holton

Year Started: 1989

K.L.E.A.R
St. Mary's National School
Swans Nest Road
Kilbarrack
Dublin 5

Phone: 316255

Contact Person: Dolores Poole

Year Started: 1980

Lucan Daytime Classes
C\O 16 Beech Grove
Lucan
Co. Dublin

Phone: 6292714

Contact Person: Rosaleen Dunne

Year Started: 1985

Loughlinstown Women's Group
125 A Cedar Court
Loughlinstown
Co. Dublin

Phone: 2822792

Contact Person: Anne Keegan

Year Started: 1991

Lourdes Youth & Community Services
25\25 Killarney Street
Dublin 1

Phone: 363416

Contact Person: Maureen Downey

Year Started: 1984

Mercy Family Centre Women's Group
South Browne Street
Off Cork Street
Dublin 8

Phone: 543713

Contact Person: Chris McCarthy

Year Started: 1980

North Strand Women's Group
Larkin Centre
57\58 North Strand Road
Dublin 3

Phone: No

Contact Person: Marie Cregan

Year Started: 1987

North Wall Women's Centre
C\O 26 J St. Laurences Mansions
North Wall
Dublin 1

Phone: 6712750

Contact Person: Breda Doolan

Year Started: 1986

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Parents Alone Resource Centre
Bunratty Drive
Coolock
Dublin 17

Phone: 8481872 \ 8481116

Contact Person: Carmel Clarke

Year Started: 1986

Prussia Street Women's Group
19 Murtagh Road
Dublin 7

Phone: 386356

Contact Person: Sheila Smyth

Year Started: 1988

Ronanstown Women's Group
4 Neilstown Crescent
Clondalkin
Dublin 22

Phone:570687

Contact Person: Catherine McConville

Year Started: 1984

Rowlagh Personal Development Group
C\O 80 Palmerstown Way
Clondalkin
Dublin 22

Phone: 574777

Contact Person: Marie Grogan

Year Started: 1988

S.A.G.E
Skerries Adult Education Group
23 Thomas Hand Street
Skerries
Co. Dublin

Phone: 8490046

Contact Person: Nuala McMahon

Year Started: 1987

Shanty Education Project
Glenanareen
Brittas
Co. Dublin

Phone: 510852

Contact Person: Rose Cullen

Year Started: 1987

St. Agnes & C.B.S. Educational & Self-Development Group
Armagh Road
Crumlin
Dublin 12

Phone: 555127

Contact Person: Mary Kelly

Year Started: 1990

St. Helen's Awarness Group
St. Helena's Resource Centre
St. Helena's Road
Finglas
Dublin 11

Phone: 343558

Contact Person: Margaret Doyle

Year Started: 1986

St. Michael's Estate Women's Group
Family Resource Centre
70 St. Michael's Estate
Inchicore
Dublin 8

Phone: 533938

Contact Person: Rita Fagan

Year Started: 1985

T.A.C.T.
Tallaght Adult & Community Tranining
C\O 14 Tymon Lawn
Old Bawn
Dublin 24

Phone: 513115

Contact Person: Vera Thackaberry

Year Started: 1982

Tallaght Centre For The Unemployed
St. Dominic's Hall
Main Street
Tallaght
Dublin 24

Phone: 512523

Contact Person: Brendan O'Donoghue

Year Started: 1987

Tallaght Women's Contact Centre
2 College View
Main Street
Tallaght
Dublin 24

Phone: 524884

Contact Person: Annette Halpin

Year Started: 1988

W.A.L.L.
Margaret Alyward Community College
Thatch Road
Whitehall
Dublin 9

Phone: 375712

Contact Person: T. Shakespeare

Year Started: 1986

Whitefriar Street Development Group
C\O Carmelite Priory
56 Aungier Street
Dublin 2

Phone: 758821

Contact Person: Ann Gill

Year Started: 1989

Women's Development Group
Quarryvale
46 Greenfort Drive
Quarryvale
Clondalkin
Dublin 22

Phone: 6260270

Contact Person: Monica Cunningham

Year Started: 1987

Slainte Pobail
4 Green Lawns
Coolock
Dublin 17

Phone: 8476798

Contact Person: Sarah Flynn

Year Started: 1988

GALWAY

Galway Development Educational Group
C\O Tranlar
Maree
Oramore
Co. Galway

Phone: 091 94028 \ 0907 43172

Contact Person: Berni Crawford

Year Started: 1990

Headford Women's Group
Toorard
Headford
Co. Galway

Phone: 093 35739

Contact Person: Venetia McEllin

Year Started: 1988

Maigh Cuilin Adult Education
Arus Uilinn
Maigh Cuilin
Co Na Gaillimhe

Phone: No

Contact Person: Madeline Donohoe

Year Started: 1990

M.A.T.E.
Mervue Adult Training & Education Group
Community Centre
Mervue
Galway

Phone: 091 53305

Contact Person: Brenda Tighe

Year Started: 1985

Mna sa Phobail
C\O Muintir na nOileen
Tir an Fhia
Leitir Moir
Galway

Phone: 091 81145

Contact Person: Seoighilinn Bn Ui Thuathail

Year Started: 1990

St. Francis Women's Club
60 Ballyinfoyle Park
Headford Road
Galway

Phone: 091 68272

Contact Person: Sr. Teresa O'Flynn

Year Started: 1988

Terryland Women's Morning Group
441 Tirellan Heights
Headford Road
Galway

Phone: 091 68244

Contact Person: Margaret O'Shea

Year Started: 1982

Westside Adult Education
C\O 189 Corrib Park
Newcastle
Galway

Phone: 091 23466

Contact Person: Breda Cahill

Year Started: 1989

KERRY

Cairde
Shanakill Hill
Monavalley
Co. Kerry

Phone: 066 23839

Contact Person: Carmel O'Regan

Year Started: 1989

St. Vincent de Paul Society
Ozanam House
Market Street
Killorglin Co. Kerry

Phone: 066 61629

Contact Person: Hilary Scanlan

Year Started: 1986

KILDARE

A.D.E.C.
Adult Daytime Education Celbridge
C\O 14 Castletown Grove
Celbridge Co. Kildare

Phone: 6271552

Contact Person: Patricia Masterson

Year Started: 1987

Leixlip Women's Studies
361 River Forest Estate
Leixlip
Co. Kildare

Phone: 6244025

Contact Person: Clare Freeney

Year Started: 1985

M.A.D.E.
Maynooth Adult Daytime Education
Post Primary School
Maynooth
Co. Kildare

Phone: 6286774

Contact Person: Bernadette Duffy

Year Started: 1984

KILKENNY

Gowran Women's Group
Gowran House
Gowran
Co. Kilkenny

Phone: 056 26137

Contact Person: Anne Kehoe

Year Started: 1986

Kilkenny Liberal Studies Group
Vocational School
Ormande Road
Kilkenny

Phone: 056 22052

Contact Person: Anna M. Crotty

Year Started: 1986

Kilkenny One World Group (Travellers)
C\O L Keane
56 Glenane Heights
Kilkenny

Phone: 056 63574

Contact Person: L. Keane

Year Started: 1987

LAOIS

Portlaoise Women's Group
C\O Egans Hostelry
Main Street
Portlaoise
Co. Laois

Phone: 0502 46723

Contact Person: Ann Brennan

Year Started: 1986

LIMERICK

Family Resource Centre
26 Clonconnane Road
Ballynanty
Limerick

Phone: 061 326623

Contact Person: Sr. Margo Beggan

Year Started: 1987

Kileely Community Project
C\O St. Lelias National School
Kileely
Co. Limerick

Phone: 061 55180

Contact Person: Maria McDonagh

Year Started: 1985

Kilfinane Women's Development Group
C\O Ms. Mary Mortell
Chapel Street
Kilfinane
Co. Limerick

Phone: 063 91272

Contact Person: Mrs. Barbara McCarthy

Year Started: 1990

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Moyross Adult Education Group
C\O 1 Pineview Gardens
Moyross
Limerick

Phone: 061 455955

Contact Person: Imelda O'Sullivan

Year Started: 1987

LONGFORD

Rath Muire Resource Centre
Barrick Street
Granard
Co. Longford

Phone: 043 86309

Contact Person: Sr. Maeve Brady

Year Started: 1986

The Ladies Club
Tealaech Iosa
St. Mel's Road
Longford

Phone: No

Contact Person: Bernadette Belton

Year Started: 1985

Women's Club
Convent Of Mercy
Ballymahon
Co. Longford

Phone: 0902 32188

Contact Person: Sr. Ita Healy

Year Started: 1986

LOUTH

An Grianan Adult Education College
Termonfeckin
Co. Louth

Phone: 041 22119

Contact Person: James Greer

Year Started: 1954

Drogheda Resource Centre
7 North Quay
Drogheda
Co. Louth

Phone: 041 35754

Contact Person: Mary Ann McGlynn

Year Started: 1988

Holy Family "Morning Group"
Ballsgrove Pre-Fabs
Ballsgrove
Drogheda
Co. Louth

Phone: No

Contact Person: Mrs. Patricia Murphy

Year Started: 1990

I.S.P.C.C. Family Centre
366-367 St. Finian's Park
Drogheda
Co. Louth

Phone: 041 33406

Contact Person: Margy Dyas

Year Started: 1982

Moneymore Development Association
43 Moneymore Estate
Drogheda
Co. Louth

Phone: 041 38204

Contact Person: Sr. Mary Corbally

Year Started: 1986

Muirhevnamor Women's Group
C\O 29 Grange Drive
Muirhevnamor
Dundalk
Co. Louth

Phone: 042 37711

Contact Person: Joan Brosnan

Year Started: 1989

Redeemer Women's Group
C\O Redeemer Girls School
Dundalk
Co. Louth

Phone: 042 39816

Contact Person: Caroline Conway

Year Started: 1986

MAYO

Ballintubber Tourism Co-Op
Ballintubber
Claremorris
Co. Mayo

Phone: 094 30900

Contact Person: Mrs. Pauline Prendergast

Year Started: 1988

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Ballyglass Ladies Club
Rathnacreeva
Ballyglass
Co. Mayo

Phone: 094 60063

Contact Person: Kathleen Nestor

Year Started: 1991

Kilkelly Guild I.C.A.
Kilkelly
Co. Mayo

Phone: 094 67004

Contact Person: Mrs. Pat Kelly

Year Started: 1965

Mayo Women's Group
C\O Centre For The Unemployed
Hill House
Castlebar
Co. Mayo

Phone: 092 46374

Contact Person: Claire O'Malley

Year Started: 1980

MEATH

Duleek Women's Forum
C\O Ann Finger
8 Millrace
Duleek
Co. Meath

Phone: 041 23415

Contact Person: Ann Finger

Year Started: 1986

Women's Education & Development Group
St. Anne's
Railway Street
Navan
Co. Meath

Phone: 046 27604

Contact Person: Sr. Maria Sheerin

Year Started: 1989

OFFALY

Banagher Women's Education Group
C\O Shannon View
Banagher
Co. Offaly

Phone: 0509 51343

Contact Person: Carmel Horan

Year Started: 1988

Birr Women's Group
C\O Outdoor Recreation Centre
Roscrea Road
Birr
Co. Offaly

Phone: 0509 20339

Contact Person: Berni Grennan

Year Started: 1990

Edenderry Women's Group
The Library
Edenderry
Co. Offaly

Phone: 0405 32075

Contact Person: Deirdre Kelly

Year Started: 1990

Ferbane Activities
Ferbane
Co. Offaly

Phone: 0902 54175

Contact Person: Kitty Galvin

Year Started: 1988

Geashill Women's Group
Geashill
Co. Offaly

Phone: 0506 43681

Contact Person: Maureen Maher

Year Started: 1990

ROSCOMMON

Connaught Rural Women's Group
Strokestown
Co. Roscommon

Phone: 0903 23415

Contact Person: Phylis Mulvey

Year Started: 1991

TIPPERARY

Tipperary Women's Development Group
Knockanrawley
Tipperary Town

Phone: 062 51120

Contact Person: Joan Madden, R.S.M.

Year Started: 1990

Women's Community Project Mullingar
Parish Community Centre
Bishopsgate Street
Mullingar Co. Westmeath

Phone: 044 43432

Contact Person: Sr. Finbar Breslin

Year Started: 1987

WESTMEATH

Athlone Women's Group
'Carmont'
Moorview
Athlone
Co. Westmeath

Phone: 0902 78048

Contact Person: Evelyn Thornhill

Year Started: 1990

Battery Heights Enterprise Group
43 Battery Heights
Athlone
Co. Westmeath

Phone: 0902 94748

Contact Person: Sr. Mary Lee

Year Started: 1987

WEXFORD

W.A.T.C.H.
We Are The Church
The Presbytery
Wexford

Phone: 053 22055

Contact Person: Tom Carlin

Year Started: 1984

WICKLOW

Little Bray Family Rescouce & Development Centre
6 Ard Chulainn
Bray Co. Wicklow

Phone: 01 2867644

Contact Person: Fran Lonergan

Year Started: 1986

02

APPENDIX B **QUESTIONNAIRE**

DAYTIME ADULT EDUCATION GROUPS IN IRELAND

Schedule No: _____

AONTAS,
22 Earlsfort Tce.,
Dublin 2.
Tel (01) 4754121 \ 2

NAME OF GROUP _____

ADDRESS _____

_____

_____

TELEPHONE _____

CONTACT PERSON _____

PERSON WHO COMPLETED THIS QUESTIONNAIRE

_____

TELEPHONE _____

QUESTIONS SHOULD BE ANSWERED AS BEST AS POSSIBLE. IT IS RECOGNISED THAT THE RESPONSES GIVEN WILL REFLECT THE OPINION OF THE PERSON WHO COMPLETED THE FORM RATHER THAN THE GROUP AS A WHOLE.

1. HISTORY OF GROUP

Q. 1 In what year was your group founded? _____

Q. 2 Why was the group set up? What would you say were its two main aims or objectives?

_____

_____

Q. 3 Was there any group, organisation or individual of particular help to the group in its first year?

No: _____

Yes (Please Specify):

_____

_____

Q. 4 Was there any body, organisation or individual from whom help, although expected, was not received?

No: _____

Yes (Please Specify) :

_____

_____

Q. 5 (a) What classes did the group hold in its first year?
(Please use additional paper if necessary)

_____

_____

_____

(b) Where were the classes held?

_____

_____

_____

2. PREMISES

Q. 6 What premises or buildings does your group now use to hold its classes?

_____

_____

Q. 7 What is the total number of rooms to which the group has access?

_____

Q. 8 (a) Who owns or controls the building or premises?

_____

_____

(b) Does the group have a formal lease?

_____

Q. 9 (a) Is there a rent or charge for the rooms?

No: _____

Yes: _____

IF YES

(b) Who pays the rent?

_____

(c) Does this rent include all fixed costs, e.g. lighting, heating, cleaning, caretaking?

_____

Q. 10 Does the group provide tea and coffee facilities for the learners? If no, why not?

_____

Q. 11 How long has the group been in these premises?

_____

Q. 12 Does the group have insurance policies?

No: _____ Yes: _____

(a) What do these policies cover? Public Liability, Creche, etc.

_____

_____

(b) Did the group have any difficulty in getting insurance?

_____

_____

3. <u>CRECHE</u>

Q. 13 Does the group provide a creche?

No: _____ Yes: _____

IF NO

(a) Why not?

_____

_____

IF YES

(b) Where is the creche located?

_____

_____

(c) Is there a charge for use of the creche? If so, how much?

_____

(d) How many learners use the creche? If no exact details available give estimated number.

_____

(e) What are the main problems in running the creche?

_____

_____

_____

_____

_____

_____

97

4. PROGRAMME

Q. 14 What courses \ classes did you have on offer during Autumn 1990? (Please use additional paper if necessary and include any applicable brochures and leaflets).

TITLE OF COURSE OFFERED	COST	DURATION IN WEEKS	NUMBERS ENROLED

Q. 15 What courses or type of courses have been the most popular since the group began?

Q. 16. How do you advertise your courses?

Q. 17 (a) When do you hold enrolments?

(b) Is there any particular reason for these days or dates?

Q. 18 Do you evaluate your programme and the range and type of courses you have on offer?

No: _____ Yes: _____

IF YES:

(a) How do you evaluate the programme?

5. PARTICIPANTS

Q. 19. What is the total number of participants who enroled in courses this autumn?

_____

(a) What percentage of these would you estimate are:

Female %

Under 25 years old
Over 50 years old

Q. 20 Do you provide subsidies with the cost of fees for some participants?

No: _____ Yes: _____

IF YES:

(a) How many participants were subsidies last Autumn?

_____

(b) How was the availability of subsidies advertised \ made known?

_____
_____

Q. 21 Do you have different schemes for paying fees?

_____
_____
_____

Q. 22 Are there specific courses organised by the group which are subsidised?

_____
_____
_____

1-9

6. TUTORS

Q. 23 How many tutors does the group use?

_____

Q. 24 How many of the present tutors have received formal training in adult education?

_____

Q. 25 Does your group have a formal Committee structure with Chairperson, Secretary, Treasurer, etc.

No: ____ Yes: _____

IF YES

(a) How are the officers selected?

_____
_____

(b) Does the group try to obtain regular turnover of officers and committee members?

_____
_____

(c) Does the group have any male members on its committee?

_____
_____

Q. 27 Does the group have formal meetings?

No: _____ Yes: ____

IF YES

(a) Are the meetings formally organised with minutes and agenda?

_____

Q. 28 What would you say are the main problems with which the group has to deal?

_____
_____
_____
_____
_____
_____
_____
_____

Q. 29 GENERAL ATTITUDES

Please indicate the extent to which you agree, disagree or are uncertain about each of the following statements by circling the appropriate number.

SA = Strongly Agree SD = Strongly Disagree A = Agree D = Disagree U = Uncertain

STATEMENT	SA	A	U	D	SD
The way things are going the group will not exist this time next year	1	2	3	4	5
It is always the same people who get the work done	1	2	3	4	5
The Dept. of Education has little interest in our group	1	2	3	4	5
Our group has little contact with other daytime groups	1	2	3	4	5
I never heard of AONTAS until this questionnaire	1	2	3	4	5
The VEC has been more of a help than a hindrance	1	2	3	4	5
The group is very good at bringing in new committee members	1	2	3	4	5
We wouldn't be here without the help of local religious community	1	2	3	4	5
Our local Adult Education Organiser has been a great help to the group	1	2	3	4	5
Our group has no interest in joining AONTAS	1	2	3	4	5

Q. 30 Finally, are there any comments which you would like to make about this questionnaire, about daytime adult education, or about adult education in general.

THANK YOU FOR YOUR HELP

PLEASE RETURN TO: KAY BAILEY \ CHRISTINE MURRAY, AONTAS 22 EARLSFORT TERRACE, DUBLIN 2.

A revolutionary movement has been quietly growing throughout Ireland. Since the early 1980's Community based groups have been organising day time education courses without adequate resources or recognition. This report documents for the first time the experience of many of these day-time groups. The issues and recommendations which it highlights chart the way forward for this innovative and exciting development in Irish adult education.

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